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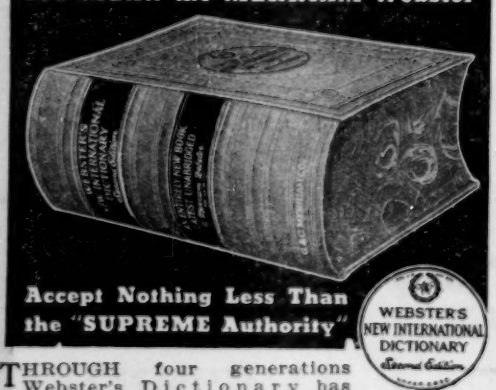

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The JOURNAL of EDUCATION

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The Editors Say...

First we want to say "Thank you." The "you" in this case is very plural, very distributive. So many of you have been voicing approval of our recent issues that we are highly gratified. Not complacent, we trust, but spurred to fresh endeavors.

Just as we write this informal column, the mail brings a letter from Dr. Payson Smith. The former Massachusetts Commissioner, now on the education faculty at Harvard, writes:—

Dear Mr. Belding:

It seems to me that the issue of the Journal of Education which I have just received reaches a high-water mark in the entire history of the Journal. It preserves the best of the Winship tradition and reflects the comprehensive points of view that would be expected from the editorial staff that is under your leadership.

Sincerely yours,
(Signed) Payson Smith.

New subscriptions are arriving in larger volume than at any time we can remember. Some of our friends must be telling THEIR friends about the Journal. And this pluralizes the "you" in our "Thank you" even more.

•

We are still too close to this issue to judge its interest and value. But we hope you're going to enjoy the menu as much as we have done.

•

Some of you have been asking when we would have more articles from Dr. Orlie Clem, that connoisseur of good teaching. The answer is—they're starting next month! You will be shown in satisfying detail more than a dozen samples of effective teaching, each in a different phase of subject matter or educational purpose. Three or four of these classroom close-ups will be shown in our January number—along with all the other good reading we can pack between the covers.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Outraged Conscience

Speaking in Toronto on October 22, Secretary Hull asserted his belief that "the outraged conscience of mankind will set in motion forces that will eventually create an unshakable order based on law."

That this is the ideal for which the world is hoping cannot be denied. But what may be the interval before that ideal is attained no one can say.

Outraged conscience has not yet found a means of blocking a nation that either has no conscience or that salves it with distorted reasoning.

One trouble is, of course, that those nations which feel the power of conscience do not let it work backward into their histories to undo any of those acts which gave them territory or other advantages which they now enjoy. This is why the have-nots refuse to be moved by conscience. They want a little time to get what they regard as theirs before they settle down to peace and order.

That "unshakable order based on law" is nevertheless the goal mankind must strive for. And the race between civilization and chaos needs to be run as swiftly on the part of civilization as its legs will carry it. The building up of goodwill between nations does create a moral force that may become irresistible in time.

• • •

Freedom Within Reason

Academic freedom goes hand in hand with academic responsibility, as every true educator knows. And freedom to discuss virtually everything in one's own particular field need not be construed as license to discuss everything in every other field. Also, there may be sensible limits based on considerations of the ages of one's students or the general policies of one's school or university.

It is a pleasure to see all these points neatly taken into account in these sections from the Faculty Rule Book recently prepared by George Washington University:—

"The University will not impose any limitations upon the instructor's freedom of exposition of his own subject in the classroom or in addresses and publications outside the University, except in so far as the necessity of adapting instruction to the needs of immature students limits the scope and character of instruction.

"No instructor may claim as his right the privilege of discussing in his classrooms controversial topics outside his own field of study. The instructor is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within his field of study.

"The University will recognize that the instructor in speaking and writing outside the Institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attaches to all other citizens. If the extra-mural utterances of an instructor should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to a Faculty Advisory Committee. It should be clearly understood that the Institution assumes no responsibility for views expressed by members of its staff; and instructors should, when necessary, take pains to make clear that they are expressing only their personal opinions."

• • •

Costly Self-Sufficiency

Germany is having a grand time trying to make itself economically independent and self-sustaining. It is an interesting exercise, and it stimulates ingenuity and research to devise substitutes for needful products which were formerly imported. Agriculture becomes more intensive when it seeks to raise crops that can be raised to better advantage in other countries. But a far less costly process would be the promotion of an easier interchange of goods between nations.

If every nation were to strive as Germany does to become self-sufficient, there would be a breakdown of those international exchanges which, when conducted in the right way and spirit, help in binding the nations together.

• • •

The Weakness of Geneva

The League of Nations has shrunk to a position where it seems unable to accomplish much of anything in the cause of peace, unless it be among the smaller nations. Most of the conferences by which the major powers undertake to settle their differences are conducted elsewhere than at Geneva, and under other auspices than the League's.

The League is something like a Sunday School. The nations that make up its membership roll do not have to attend unless they are so disposed. And some of them are very sensitive. If any one hints that they are misbehaving, they simply quit. Germany and Japan went home, and there was no truant officer to send after them. Italy was less easily discouraged and, though highly indignant over opinions voiced at her conduct toward Ethiopia, she has seen fit to remain a member. But how delicately she must be handled!

The League has no effective authority. The rule requiring unanimous agreement before the League can pass any resolution, while probably inevitable in a voluntary association of sovereign states, constantly spells weakness and defeat.

No important nation has yet shown itself willing to give up its right of independent action. The nations have been trying to co-operate without giving up anything in the common interest. The organization resembles that of the thirteen American states under the Articles of Confederation which preceded the Constitution. The nations apparently are not ready to form a workable union, a United States of Europe or of the World.

Adherence to the League by the United States might have bolstered its influence at the start; might possibly have added enough momentum to get it past its early crises. But this cannot be proved. The weakness of the Sunday School was always there. Action would always have had to be voluntary and unanimous or nothing.

That there was something besides foresight in the protest which resulted in non-entry of the United States into the League, is undeniable. But would the world or the United States be any better off today if this nation had participated? To answer is to guess.

• • •

Thwing's Influence Lives

Nothing is more impressive than the number and evident sincerity of the tributes which are being printed to the late Charles F. Thwing, whose death occurred in August.

People loved Dr. Thwing because he loved people. His was not that mere love of mankind in the abstract, but a love of his fellow men, individually and personally. Nor did he let his affection go into retirement when Western Reserve University made him President Emeritus in 1921. That merely gave him freedom for spreading his kindness to persons and causes beyond campus confines.

The present editor of this Journal recalls with pleasure several visits of Dr. Thwing. Following one of these in the Park Street office of the magazine, Dr. Thwing wrote a friendly note in which he called the editor's sanctum a "Castle of Inspiration and of Power." He did not mean it for flattery. But it was surely an encouraging way to express what every editor would like his workroom to be. And it was typically Thwingish both in its apt phrasing and in its purpose to make some one feel and do his best.

• • •

The Forgotten Business Man

Recent declines in the prices of stocks and other securities were followed by a general slowing down of business activities and the dropping of many men and women from industrial payrolls. The jolt was so severe as to awaken government officials to the importance of industry and trade and the necessity of soothing the jittery nerves of American business.

It was an awkward time for a slump to occur—just when the Federal treasury required every source of revenue to bubble forth abundantly in order to meet the belated promise of a balanced budget. There is wide room for conjecture concerning the causes of the business recession—which Chairman Jesse Jones of the Reconstruction Finance Corporation predicts will not last beyond next spring. Factors which are oftenest mentioned are: (1) Inability of business to stand up under so many adjustments of the economic machinery; (2) the heavier tax load, especially the levies on undistributed profits and corporate gains, and for social security; (3) the strains due to higher wages in some industries while most incomes were not advanced; and (4) the constant uncertainty as to what the President would do next in pushing his New Deal program.

It was high time for every one to remember the Forgotten Business Man.

• • •

Clash or Crash!

There is a growing sense that the prodigious cost of war will eventually crush governments and people. Mussolini, himself a leader in the armament race, has recently expressed this fear, and has stated his readiness to consider a plan for gradually scaling down arms expenditures by international agreement. He has hinted in an interview that the President of the United States might properly call such a conference.

Il Duce declares that sudden and drastic disarmament would throw so many persons out of employment as to produce an economic catastrophe—as well it might.

We had thought of the present arms rivalry as inevitably leading to war. Is it really leading to economic disaster instead?

Either way—the crazy competition should be checked.

An Aid to Understanding Japan

D. F. GRAHAM
Department of Social Studies
Santa Monica Junior College
California

—and how she used her schools to revolutionize her social order and exalt the Emperor.

When Japan, less than two generations ago, entered the family of modern nations there was no political unity in the country. One of the first tasks of the leaders of New Japan was to break down the narrow clan loyalty that had been characteristic of the nation for centuries. Ever since the twelfth century, feudalism had flourished in the Island Kingdom. Since the sixteenth century the Mikado had lived in a gilded sort of captivity in Kyoto, overshadowed by the military power of the Shoguns. About the only people who showed a pure and abiding loyalty to the Mikado were the scholars whose thoughts dwelt on the glories of the distant past. Even the Restoration of the Mikado began as a coup of clan leaders grown jealous of the Tokugawas — of clan leaders who thought that their own power would be more secure under a Kyoto emperor than under a Tokyo shogun. Of the two leading clans in this restoration, the leaders of one of them —Choshu—were expelled from Kyoto in 1863 for plotting to seize the Mikado; the other—Satsuma—waged a bloody rebellion against the emperor in 1877. It was thus one of the great tasks of the new government to transform the narrow clan loyalties of feudal Japan into an unswerving allegiance to the central authority.

The leaders of New Japan created such an allegiance to the central government largely through a national school system. They first set up a highly centralized and politically dominated school system. "The Minister of Education," says *A General Summary of Edusation in Japan* issued in 1935, "has charge of all matters relating to education, art, science, literature and religion. He is the highest authority in the educational administration and is assisted by the Parliamentary Vice-Minister in the conduct of political affairs and in matters which have bearing with the Imperial Diet." Governors of prefectures in Japan have four departmental chiefs: the Chief of the Department of General Affairs; the Chief of the Department of Economics; the Chief of the Department of Educational Affairs, and the Chief of the Police Department. The mayors of cities have the authority to make recommendations to Prefectural Governors in the appointment of principals and teachers of elementary schools. The directors of government schools and the principals of normal schools are government officials.

•

Within this centralized system the one great Cardinal Principle of education is loyalty to the Emperor. Elementary school boys wear his uniform cap; middle school boys wear a complete uniform and engage in regular military tactics. Indoctrination in political beliefs is accepted as a proper function of education. A lecture institute for teachers "in matters essential to the guidance of students' thought" is a regular feature of the national school system.

In a multitude of ways the school boy is taught to revere his Emperor. One of the sights that I recall most vividly from my experiences as teacher in Japan is that of five hundred boys bowing low and in absolute silence for over an hour in order that they might do reverence to the Emperor who was passing at that time on the nearest railroad thirty miles away. On the Emperor's birthday the most solemn ceremony of the school year occurs when the whole school bows low in silence to the picture of their ruler—a picture that is unveiled only for that occasion. The only time foreigners in Japan are in danger of being manhandled is on the occasion of processions of the royal family. Then the Westerners who try to get a better view of the proceedings by standing on boxes or otherwise threatening to get on a level with imperial blood are apt to be roughly brought down to a more respectful level.

The curriculum in Japanese schools is designed to inculcate loyalty to the Emperor and to his government. A course in "morals" is required in every grade of elementary and middle schools. According to the Annual Report of the Department of Education issued in 1937 "the textbooks and charts for elementary schools which relate to morals, the Japanese language, arithmetic, Japanese history, geography, science, domestic science and drawing must be publications the copyright of which is held by the Department of Education. As for the other textbooks they may be works either copyrighted by the Department of Education or examined and approved by the Minister." Here in

America we have periodic complaints against history texts that glorify our national policies to too great an extent; but any hint of such distortion seems mild compared to what happens in some Japanese texts. A teacher of history in the Middle Schools of Japan said to me just after the capture of Tsingtao by Japanese troops during the World War, "We Japanese have conquered the most populous nation on earth, China; the largest nation, Russia; and the best organized Western nation, Germany." He was reflecting the interpretation of history given in school texts, and was adding his comment upon Japan's capture of the German fortress of Tsingtao. No wonder that a whole generation brought up on such teaching believes implicitly in the invincibility of Japan's fighting forces.

•

But the leaders of New Japan were faced with other educational problems than those of inculcating proper political beliefs. Chinese traditions of scholarship underlay ancient Japanese education, and these traditions were too pacific to build up a vigorous, nationalistic spirit. The favorite schoolboy tales of Chinese origin would never do for Japan. The Chinese stories included such favorites as those of the Four and Twenty Paragons. These Chinese Paragons performed such feats as stripping naked at night in order to invite the mosquitoes to feast on their tender bodies while their parents slept. One of them melted a hole in the ice of a winter stream with his naked body in order that he might catch a carp for his poor parents. Still another, a man of more than seventy years of age, would dress himself in swaddling clothes and roll and kick upon the floor in order to make his parents believe that they had been blessed with an infant son in their old age. Such tales are not the proper food for future soldiers. The school books of Japan had to be purged of Chinese influence. Stories of two-sworded samurai and the human torpedoes of Shanghai took the place of the virtuous sissies of Chinese lore.

"One of the sights that I recall most vividly from my experiences as teacher in Japan is that of five hundred boys bowing low and in absolute silence for over an hour in order that they might do reverence to the Emperor, who was passing at that time on the nearest railroad thirty miles away. On the Emperor's birthday the most solemn ceremony of the school year occurs when the whole school bows low in silence to the picture of their ruler—a picture that is unveiled only for that occasion."

•

The schools of Japan were called upon to break down age-old myths and superstitions, and to interpret modern science to a nation. While teaching in Japan in 1916 I talked with men who had fought against the foreigners at Shimoneseki in 1863. These veterans related how they had been told by their clan leaders that foreign troops could never storm their positions since foreigners had weak knee joints—else why would they sit on chairs rather than crosslegged on mats. Many of the older Japanese I knew disliked especially to cross under electric power lines. One peasant anxious to send a present to his son who was in barracks, tied his gift to a string and threw it over the telegraph lines that ran past his farm; he had heard that messages were transmitted by the wires. The schools had to interpret Western science to an Eastern land.

•

The schools of Japan were even called upon to change the habits of a nation. Team work is essential to an industrial economy and to modern military tactics, but the Japanese of only a generation ago had very little idea of team work. One reason why Japanese army leaders scoffed at the idea that America could organize an army on short notice during the World War was that their experience showed that it took two years to get peasant boys fresh from the paddy fields to learn the rudiments of close order drill. When they realized that America could teach the same rudiments of drill to recruits in two months—thanks to our program of sports and to our national habit of "forming a line" from kindergarten days on—they instituted a nation-wide program of baseball and other team sports in the schools. But even now judo, Japanese sword play and tennis singles are more popular than games requiring team work, such as basketball and football. Yet no one can deny that the regimentation that has been introduced into Japanese schools from primary grades upwards has done its work in helping to create an army that moved with clock-like precision through Manchukuo.

•

The Imperial Rescript that forms the charter for the Japanese school system of today was issued in 1890. In the name of national solidarity Japan set out to use her educational system to inculcate unquestioning loyalty to the Emperor and to his ministers. Over in the Far East today some of the results of her system are apparent.

The High School Guidance Program

... What are its essentials?

JOHN M. BREWER
Harvard University

For Junior High School

VESTIBULE classes, organized for all entering pupils, for the discussion of educational opportunity, and for help in school adjustment and methods of study. Such classes should extend over at least a semester and should be held three to five times a week. Textbooks or adequate substitutes should be provided.

2. Vestibule courses — such classes as general mathematics, general science, general language —organized at least a semester before specialization is allowed, in order to explore ability and to orient the pupil toward later work.

3. Class in occupational information three to five times a week, for one or two semesters.

4. Elementary business exercises, to discover the presence or absence of interest and ability for later specialization, and to give necessary skills in business practices useful to all persons.

5. Classes in general shop, for similar purposes.

6. Exploratory work in gardening, care of plants, and agriculture.

7. Home economics classes both for self-discovery and elementary preparation for homemaking.

8. Student activities, clubs, and student government, for the development of ability in co-operation in worth-while tasks often related to vocational life.

9. Counselors who give about half their time to teaching guidance classes and half to individual interviews; each counselor to have not more than 250 pupils.

10. Adequate records and a testing laboratory, to aid the pupils in self-discovery, choice of studies and curriculums, and educational and vocational planning.

11. Homeroom teachers and subject teachers co-operating in the furtherance of the guidance program, particularly by encouraging children to visit the counselor whenever necessary.

12. Class discussion, during the last semester, for the study of problems and opportunities ahead.

13. Placement and follow-up services for those who leave school.

•

For Senior High School

1. Vestibule classes, organized for all entering pupils, for the discussion of educational opportunity and specialization and for help in school adjustment and methods of study. Such classes should extend over at least a semester and should be held three to five times a week.

2. Vestibule courses on the ninth or tenth-grade level—such classes as general mathematics, general science, general language—organized before specialization is allowed, in order to explore ability and to orient the pupil toward later decisions.

3. Classes in occupations, first in connection with No. 1, and later (11th or 12th grade) as a separate unit.

4. General business exercises, to discover the presence or absence of business ability, and to aid in specialization within the commercial curriculum.

5. Classes in general shop, extending on an elective basis into various forms of higher technical exploratory and try-out courses.

6. Exploratory work in agriculture, for those considering vocational agriculture.

7. Home economics classes both for self-discovery and preparation for homemaking and related callings.

8. Tryout opportunities outside of school, for the discovery of higher technical, managerial, and professional abilities and interests.

9. Student activities, clubs, and student government, for the further development of ability in co-operation, and for the discovery of high-grade abilities of a managerial and professional nature.

10. Counselors who give about half their time to teaching guidance classes and half to individual interviews; each counselor to have not more than 250 pupils.

11. Adequate records and a testing laboratory, to aid the pupils in self-discovery, choice of studies and curriculums, and educational and vocational planning.

12. Homeroom teachers and subject teachers co-operating in the furtherance of the guidance program, particularly by encouraging children to visit the counselor whenever necessary.

13. Parallel to the civic, general, and college preparatory curriculums, programs of vocational education in industry, commerce, agriculture, and home economics. Full attention to versatility, change of decision, and job wisdom. Opportunity for part-time work and study, whether general or vocational.

14. Guidance during the last semester of each school unit, for the study of the problems and opportunities ahead.

15. Placement and follow-up services.

An Experiment in Age Grouping

By G. P. HELMS, Principal
Assisted by Members of
the Faculty and Other Associates
Cumberland Farms School
Scottsboro, Alabama

Wide disparities existed in a rural community created by resettlement. Eight major problems were encountered

BEFORE going into a detailed discussion of the age grouping system adopted in the Cumberland Farms School, it is necessary to give a few of the important facts on the unusual school problem at hand.

In Jackson County, Alabama, there were a large number of families which were in need of resettlement, or in many cases, needed settling. This task was undertaken by the Resettlement Administration. There were two distinct groups, but similar in many ways. One group was made up of mountain families, and the other group consisted of tenant families from the valleys. More than two hundred families moved up on Cumberland Mountain and entered a co-operative home building program. This important move was made before the Resettlement Administration, or any other government agency, became interested in them. After an exceedingly creditable amount of progress had been made by the group under local leadership, the attention of the Resettlement Administration was attracted.

For various reasons, too numerous to be listed here, the educational advantages of the younger people had been greatly limited in the communities from which they moved. Eighty per cent of the pupils were over age for their grade. Sixty per cent were three or more years retarded. Sixty-four per cent of the enrollment was in the first grade. There were fifty pupils in the first grade who were more than ten years of age. Some of these were sixteen and eighteen year old. There were several pupils between ages of twelve and sixteen who were enrolled in school for the first time. It should be noted that low I. Q. played no part in their retardation. Tests showed the distribution of I. Q. ratings to be normal. They simply had never been to school much. Many of those in the upper grades had attended school irregularly and had gotten promotions based on their age and the mercy of the teacher.

A regular State school opened in the newly formed community in the fall of 1935 and ran six months on funds from the county, and was then taken over by the Resettlement Administration to complete a nine-month term. The pupils were placed in their respective grades without regard to their age. During the nine-month term every detail of the existing school problem was noted and carefully studied. The county, State, local and Resettlement Administration school officials held a two-day conference to formulate a workable and practical school plan. Mrs. Norma Smith Bristow, State Supervisor of Elementary School Education, and Miss Katharine Deitz, Educational Advisor, Region V, Resettlement Administration, made valuable contributions to the plan that was worked out in this meeting. Eight outstanding problems faced them. First, the over-aged pupils who had the ability to proceed rapidly were being held back by the existing lock-step class work. Second, the irregularity with which fifty per cent of the pupils attended school rendered the lockstep system almost useless. Third, the immediate need for vocational work for the older pupils in the elementary school became obvious. (Vocational work is not in the course of study for elementary schools in Alabama.) Fourth, the establishment of wholesome recreational activities and civic organizations for the community, to include adults, seemed necessary. Fifth, the problem of educating the parents to an extent that further education of the children would actually benefit the home life of the families. Sixth, the execution of a community-wide health program, necessary for the happiness of the people. Seventh, to create an interest in school and a consciousness of the necessity for an education. Last, but not least, teach an appreciation of the community and how best to utilize the natural resources therein.

A special two-month term of summer school was provided by the Resettlement Administration for the pupils three or more years retarded. The purpose of the special term was threefold; first, to create a desire to go to school; second, to introduce vocational work; third, an age-grade adjustment. One hundred and seventy-five pupils enrolled. They were divided in groups according to age without regard to the grade. This put from three to five grades in each group. Within the age group,

three or four academic level groups were formed by the teacher. However, the academic division was mostly for the teachers' convenience. Each pupil worked separately and was allowed to progress as rapidly as he could or would. No textbooks were bought by the pupils, but a collection of State adopted textbooks and good reference books were placed in the home room library. An extra supply of reading material was available in the general library. Interesting results showed up here. What might be called, "An epidemic of reading fever" developed. Health pamphlets were among the most popular reading material. Health was listed as the number one subject to be taught. In all cases a special effort was made to allow or get the pupils to *do something* about the information obtained. Each age group took a home room project for the activity period. The project was selected by the pupils. Birds, domestic animals, and other topics proved successful. Probably the most outstanding work was done by the ten-year-old group in the study of "The Cow and Its By-Products."

School opened at seven o'clock in the morning and class work closed at twelve. Twenty minutes were spent in general assembling—singing or presenting a program which grew out of the regular classroom work. Thirty minutes every morning were spent in supervised play. The interest was splendid. Volley ball, soft ball, horse shoe pitching, and other games were enjoyed. One hour a day was spent in activity vocational work. Objects made of waste material were a specialty. Many useful objects were made. They enjoyed this work so much that they demanded more time for it. The solution to this problem was found in the afternoon program, which had no definite outline in the beginning. A survey showed interests in activity vocational work, sports similar to those introduced at school in the morning, music, and organized clubs of various kinds. Activities in the various interests were promoted. The results? Yes, more activities than the available leadership could efficiently direct. The vocational teachers were swamped with anxious pupils coming voluntarily in the afternoon, many of them walking a long distance. The work offered in the afternoon was not different from that in the morning. The greatest difficulty encountered by the vocational teachers was the over-interest of the parents and older sisters who visited the school regularly and naturally wanted to do "just a little." One married lady enrolled in the morning work and attended school regularly to qualify for the long period of vocational home economics in the afternoon.

Adults as well as young people took an active part in soft ball in the afternoon. The lessons of consideration for others, good sportmanship, and co-operation showed the first visible results. The fundamentals of the game and physical developments were secondary objectives.

Checking the three objectives with the results leads to these conclusions. The effort to create a desire to go to school resulted in a thirty per cent increase in daily attendance for the special term. The results of the introduction of vocational work and activities have been pretty well covered above. Near the close of the special term there were thirty-three girls to participate in a fashion show. Thirty of them had never made a dress before. The results of the age-grade adjustment will be given at the end of the article.

The results of the new plan were successful to the extent that supervisors from the State Department of Education, after visiting the school in operation, recommended that the same program be attempted in the regular fall term of school. This was done with similar results.

Since we grouped pupils by age and introduced vocational work at the same time, it is difficult to say which of the two was more influential in attracting pupils. It is certain that many of them were attracted by the activities and vocational work. Many of them stated that they would not be in school if they had to be in the grade with children much younger than they were. The grades varied greatly in the age groups, but these pupils had had experiences very much the same. They had something in common. This fact made it easier on the teacher.

AGE-GRADE ADJUSTMENT

Grade	Average age 1936	Average age 1937	Difference
One	9	8	1 year decrease
Two	11	10.1	0.9 year decrease
Three	10.8	9.2	1.6 year decrease
Four	12.3	11.2	1.1 year decrease
Five	13.6	13	0.6 year decrease
Six	15.1	13.5	1.6 year decrease
Seven (None in class)	15		——
Eight (None in class)	16.4		——

When the figures for the average age of each grade in 1936 were gotten, the enrollment of the school was only three hundred. When the figures for 1937 were made, the enrollment had increased to three hundred and eighty. Most of the increase of eighty pupils consisted of much-over-aged

pupils who had been withdrawn from school a long time, some as many as five years; but were attracted to school again by the activities and vocational work offered and the age grouping system being used. The figures above show a decrease in the handicap of retardation. Had the 1937 figures been taken from the records of the original three hundred, the decrease would have been greater, especially in the lower grades.

In addition to the large number of pupils who are attending school regularly now but who were not even enrolled last year, the percentage of pupils irregular in attendance has been reduced from 43 to 30. The percentage of over-aged pupils has been reduced from 80 to 70.

According to estimates based on above figures, the maladjustments will have been reduced to normal within four or five years.

A Dip Into Recent Books

MARY ALLISON BELDING

AGAIN I have been taking a little dip into the vast ocean of newly published books, and these are what I have brought up for you. That there are many others that are equally delightful, you are of course aware, and you can dive in for yourself and find them.

I have known for some weeks that my list was turning international, but there doesn't seem to be anything I can do about it even if I wanted to. The books themselves have run that way this fall. And so—if I start you with a book which is broad as all Europe in its sweep, and expose you thereafter to a series of titles and authors representing a French priest, a Norwegian wife, an English cathedral town, the Boer trek, medical men in America and medical men in the British Isles, a Queen of England, a Swedish peasant lass, family scenes in the United States—well, you'll have to admit that such a collection of reading material shakes us out of our rusticity or isolation or that thing we used to call a rut—until paved highways put ruts out of fashion.

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VICTORIA 4:30

By Cecil Roberts (The Macmillan Company, $2.50).

People — people in streets, omnibuses, and trains. Who are they? What are they thinking? Where are they going? What experiences lie behind those faces? How often have we all felt this curiosity? Cecil Roberts brings us a delightfully satisfying set of answers to this sort of questioning in his *Victoria 4.30*. It is London's railway station of that name, not its long-time queen that furnishes the title. The 4.30 is the boat train that connects across the Channel with the Orient Express for Athens. Its passengers furnish the characters. They represent many nations and classes. Among others, a cheerful Cockney porter, whose ambition it is to visit, one day, those cities of the luggage labels; a Viennese symphony conductor; a nun; a German movie idol; a Balkan king, and a Turkish millionaire. Said Turk, Mr. Alexander Hassan Bekir, far from being unspeakable, is known among his European friends as the enlightened Turk. Married to a charming French girl, and, for business reasons, residing in London, Mr. Bekir's home life is markedly affluent and congenial. Indeed the only mar on the family happiness is that the devoted husband's vast tobacco interests necessitate his absence a few months each year in distant Salonika. How he loathes that city! A bit secretive, his mother-in-law thinks him, with regard to the amount of his fortune. Hassan reflects how it would shock her to know just how rich he is, and he smiles as he reflects on other shocks he could give her if he wished. What these are, you will find in the sequel in Part Two of the book. It is thus with each of these bifurcated short stories. In Part One you are offered a teaser which later is drawn to a conclusion. Neatly told, wholesome, full of movement, and rich in characterization, *Victoria 4.30* is one of the most delightful books I have read in many a day.

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THE CITADEL

By A. J. Cronin (Little, Brown and Company, $2.50).

Readers seem to like books about doctors, and here are two: *The Citadel* and *Doctors on Horseback*, the first a novel of present-day medical men; the second, an account of doctors who, pioneering on the frontiers of provincial America, also blazed roads toward modern medical skill. Together the two books show us once again, how like is human nature, whatever the century or country. Both reveal men who are devoted to

scientific truth and human welfare alongside other men of the profession whose primary interest is their own fortune and fame. A. J. Cronin, author of *The Citadel*, was himself a practicing physician until the success of his two former volumes, *Hatter's Castle* and *The Stars Look Down*, turned him definitely to writing. In *The Citadel* he tells of an earnest young Scottish physician who begins practice in a Welsh mining village where ignorance, greed and lack of sanitation offer him baffling problems. The citadel he seeks to possess is the stronghold of his integrity. Interwoven with a plot that holds interest from first to last, runs an exposure of the selfish and dishonorable rackets of some practitioners that has aroused to furor the profession and the laity on both sides of the Atlantic. Medical societies and conscientious physicians, far from dissenting, agree and discuss what can be done about these deplorable conditions.

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DOCTORS ON HORSEBACK

By Thomas Flexner (The Viking Press. $2.75).

Doctors on Horseback, by Thomas Flexner, is a study of nine and more early American medical men. John Morgan, for one, worked alongside Washington as director general of hospitals for the Revolutionary army. Among his various medical battles, he attacked the apprentice system of training young doctors, and insisted that they should attend medical school. He himself founded the first medical school in America, at Philadelphia. One prejudice after another he challenged and overrode. Physicians attending childbirths were ridiculed as "male midwives." Physicians who dared to dissect cadavers in the study of anatomy were branded blasphemous for trying to pry into God's secrets. First experiments with ether yield amusing and serious anecdotes. Indeed the book closes with a discussion of the ether war in a chapter called The Death of Pain.

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THE GOLDEN SOVEREIGN

By Laurence Housman (Charles Scribner's Sons, $3.00).

In Laurence Housman's latest volume, *The Golden Sovereign*, he adds twelve more episodes to his intimate glimpses of Victoria Regina, and also presents sketches of famous characters of the period, such as the Carlisles and the Gladstones. Charm is the quality the author brings to light in a Queen often represented elsewhere as stodgy and dictatorial. One of his palace scenes, "The Family Portrait," reminds one of scenes in families less regal. An artist is engaged in painting the Queen, Prince Albert, and their children. Little Prince Bertie, unaware that he carries about in his person the future King Edward VII, is unroyally shy, and hides. In attempting to elude a pursuing nurse he inadvertently knocks over Prince Alfy, and is straightway spanked and returned tearful for the pose. Thereupon the painter is instructed to proceed, and to "make the picture just a family group, all happy and playing together—without, of course, such loss of dignity as would be unsuitable" to a Windsor portrait. In another play, the middle-aged Queen, sitting for a photograph, is highly amused over the photographer's anxious injunction, "Would your Majesty graciously try to look pleasant for a moment?" The last episode, "Ashes to Ashes," depicts a young man, recently much in the news, entreating his august aunts not to burn his "Great Gran's" personal diaries, because of the historical material they contain. Housman revels in his subject, and however much he employs comedy and satire, he consistently evokes a feeling of liking and even of tenderness for a very human and domestic woman who was the dominant figure of a century.

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FABLES FOR PARENTS

By Dorothy Canfield (Harcourt, Brace and Company, $2.50).

Dorothy Canfield's *Fables for Parents* bears, I think, a misleading title, for it is in reality a collection of pointed, homely tales suited to a varied audience of persons of any age to think, from those in their teens and to grandparents. These stories are an album of miniature family portraits in which we recognize certain lineaments of our relatives and of ourselves. Sometimes they make us wince. The chapter, "Remembrance of Things Past," a beautiful experience in reading, awakens personal memories of one's own. In the "First Grandchild" we see a father and mother on the eve of becoming grandparents. The father muses on their own three children, and remembers "how in babyhood and childhood they had seemed mystic, priceless, unique treasures, such as had been entrusted to no other human beings in the world's history. He and Phebe had groveled before their three small idols, had beaten loudly on the tom-tom of the tribal religion, had poured out their hearts' blood on the altar before the three celestial treasures. And with the years the celestial treasures had grown into—just three more human beings, strongly resembling several not-very-much-loved aunts and uncles and grandparents." These stories abound in human nature of a sort we see every day in our street.

KATRINA

By Sally Salminen (Farrar and Rinehart, $2.50).

To me the greatest thrill in publishing this fall was the award of the Helsingfors Novel Prize to a woman who wrote *Katrina* in the hours after her day's work as a servant was done. Sally Salminen used as her theme one that she knew familiarly, the drama of Scandinavian fisher life in her native place, the Aland Islands, lying midway between Sweden and Finland. Through the web of this fascinating story of Katrina and her folk, breaks a passionate protest against social inequality, and here again Miss Salminen knows whereof she speaks.

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THE TURNING WHEELS

By Stuart Cloete (Houghton Mifflin Company, $2.50).

It is refreshing to discover an historical novel about scenes and people that have not been done to death by repetition. Boer farmers on the Great Trek to the Transvaal in 1836 is the theme of *The Turning Wheels*, by Stuart Cloete, whose Dutch ancestors were colonists in South Africa, and who himself farmed there for fifteen years. Unforgettable events are here set forth, incidents of violence, daring, and passion. These Dutchmen are an unflinching lot, braving perils of the jungle, of superstition, witch doctors, bush fires, and Kaffir ambuscade. Women of both the seductive and the sturdy type lend romance and courage to the colonizing enterprise.

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THE FAITHFUL WIFE

By Sigrid Undset (Alfred A. Knopf, $2.50).

The characteristically Norwegian pattern of the cloth binding attracts us to examine this next book, to discover it is written by an old favorite, Sigrid Undset. Nor does she disappoint us in this her latest novel from Norway, *The Faithful Wife*. At once we like the central characters, Nathali and Sigurd. Occupied for the first sixteen years of their married life with separate economic careers, they are united in a home of comfort and congeniality. Then what seemed unchangeably secure and solid began to crumble. With her delicate understanding Mrs. Undset describes the almost inexpressible intricacies of the marriage relationship, and creates a convincing story of erring and lovable human nature.

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THE CITY OF BELLS

By Elizabeth Goudge (Coward McCann, $2.50).

A pleasant novel of mostly pleasant people in an English cathedral town is *The City of Bells*. Its writer, Elizabeth Goudge, was born in Wells (the Torminster of the story) and dwelt within the high, peace-encompassing walls of the Cathedral Close, in an ancient monastic house that is the home of the story. A grandfather and a grandmother, Canon Fordyce and his wife, are two lovable, stable, nineteenth century characters. A young man who is a square peg adventures in search of a square hole. An actress and a half-mad Italian genius furnish romance, and two adopted children of the elderly pair add to the wholesome whole of a very readable book.

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THE DIARY OF A COUNTRY PRIEST

By Georges Bernanos (The Macmillan Company, $2.50).

A book of reflection rather than action is *The Diary of a Country Priest*, by Georges Bernanos, a story of the heroic warfare of a sensitive spirit in a world too brutal for it. It is the imagined record of a young priest who jots down from day to day with deep sincerity the ordinary experiences of his body and mind. "When writing of oneself," he says, "one should show no mercy." He yearns over the drab huddle of a village that forms his parish. His generous humble soul is tortured by his people's insensibility, pettiness and cruelty. His heart is moved with compassion for his parish and for the world, "both," as he says, "eaten up by boredom." Self-fearful, self-searching, he is never self-pitying. Poor in spirit, he is yet rich in the same. The background and characters of the story are French, but the blunderings, temptations, pain, pride, loneliness, discouragement, and heroism are life experiences of the world.

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PEDLAR'S PROGRESS

By Odell Shepard (Little, Brown and Company, $3.75).

Bronson Alcott was for a good many years either overshadowed by the fame of his daughter Louisa or snubbed because he could not make money. He lived and labored for an intellectual and spiritual ideal, and food and shelter were to him minor matters which must not be allowed to interfere with the main business of living. Yet labor for his family he did, and Dr. Ellery Channing remarked, that "Alcott at the chopping block was the most inspiring object in Massachusetts."

The main source used by Odell Shepard for his biography *Pedlar's Progress* is the private diary which Bronson Alcott kept for over half-a-century. The author has performed a patient and loving labor, and has succeeded in making his hero live again. Beginning life as a pedlar of trinkets, Bronson Alcott closed it one of the greatest exponents of purely idealistic thought that America has ever had.

Shutting Out Shylock

ADDISON LEROY PHILLIPS

State Teachers College
Mayville, North Dakota

CLASSROOM reading of "The Merchant of Venice" has been banned in Boston public schools as result of complaints that the character of Shylock was offensive to the Jewish race. The Journal of Education for October offers the news without comment. To lovers of Shakespeare this seems almost tragical. Where will the banning stop? Is there any piece of great literature in which the thin-skinned and superficial minded cannot find something objectionable?

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As for this particular play, it isn't the Jews who should feel hurt, but the Italians. The large Italian population of Boston should rise up in righteous wrath because in the same play one Venetian gentleman whom we are expected to admire (he has the title role and is a sweet, sad, pensive fellow) so far forgot himself as to spit on another human being—and that without any just provocation. His was an offence for which a man might be shot down in certain communities and the slayer escape with a mere reprimand. Then, there is the gallant Bassanio, who borrows large sums of money in order that he may fool the girl whom he hopes to marry; and, what makes us censure him the more, he proposes to repay his mounting debts with Portia's money—when he gets it. He says as much to Antonio—says it brazenly, while it is still a three-to-one gamble if he win the lady. Poor foundation for marriage. If Portia never made his ears burn on that score, she was certainly an angel.

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How Italian blood must boil that Shakespeare should represent these "gentlemen" with such shady morals. Of course, the inference is, he was portraying the typical Italian. Then, there is the "Tragedy of Macbeth." How hoppin' mad the Scotch people must get when they contemplate the characters of those bloody butchers, Macbeth and his fiend-like queen. For, the shallow-minded are almost certain to regard the notorious pair as typically Scotch—and no Scotch joke this time.

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No; we are wrong. And Boston is wrong. The rascals in literature belong to no race or nationality; in spite of the labels, they are just humanity in the rough. But we must not ban them; we need them for the teaching of morality, kindliness, tolerance, justice—all the virtues. Where sin doth abound, grace doth the more abound. These two Italian gentlemen are gentlemen, after all. Bassanio spoke no cruel word to the Jew, and he was quite penitent when he told Portia of his debts; and Antonio, after misfortune had brought him down, was a changed man, and begged that one half of the fine imposed on Shylock might be remitted.

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Furthermore, Shylock is not to be despised. He is not the villain of the piece. In point of courage he has few equals among Shakespeare's men. He merits our sympathy and some admiration. He was the champion of his race at a time when they suffered from the bitterest intolerance in England—following the execution of Dr. Lopez, who was accused of trying to poison Elizabeth. No one now thinks that Lopez was guilty of the attempt, but Shakespeare's audience doubtless thought so. What a splendid lesson in sympathy and tolerance the play has for the youth of today, when the world is so much in need of tolerance. As for Shylock's hatred for the Christian and his lust for revenge. Shakespeare makes it pretty clear that much of the blame lay in the injustice of the Gentile world. It is true that the author allowed himself to be swayed by the prejudices of his day and let the most scurrilous abuse be heaped upon the Jew. That part of the play should be cut; it amused the rabble in the pit, but has no interest for us, nor is it of any value whatever. Some critics condemn Shakespeare for allowing Shylock to be defeated and ruined. They say that Portia wins the case by a mere legal quibble. There is certainly an absurdity in her awarding Shylock the pound of flesh, and then telling him to cut it without shedding a drop of blood. Here is a topic for worth-while class discussion.

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The greatness of Shylock is attested by the serious respect he has won from actors and public. Sir Henry Irving's production of "The Merchant" had 250 successive performances in London, and here in America he and other famous artists have had similar success in the same role. Night after

night people with intelligence and a sense of justice have sat as held by magic. Were their humane feelings outraged? It does not appear so. But the theatre version of the play is always a cut version. No producer would think of including all the bombast, the matters of local and temporary interest, and the "hits" that delighted the Elizabethan mob, but which are only tiresome for us. And for the classroom we should have a similar edition—an edition that retains all that is beautiful, all that has permanent value, and all that is of perennial interest. But we should never elide the splendid passages that the Poet has allotted to the Jew. They are priceless. Who has not felt his most generous feelings stirred by these impassioned words:—

> He (Antonio) hath disgraced me and hindered me half a million; ——and what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means as a Christian is?

The passage is too familiar to quote at greater length; and there are other outbursts from the Jew that are of equal splendor.

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The teacher who fails to give the right interpretation and who fails to get a sympathetic response in presenting this character is—I am sorry to say it—unqualified to teach literature. I can't believe that Boston teachers are so poorly qualified. But, as I said, the play needs abridgment—all of the plays of Shakespeare need it; and the stage versions are not suited for the classroom. We need a scholarly version—not too scholarly—properly cut.

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The book that is banned is a book that will be scanned. Banning may have an effect opposite to that intended. Every live and curious youngster will read it. How much better to let him read it under the guidance of a wise and sympathetic teacher. See better, Boston, and restore "The Merchant" to its rightful place. Illiterate and prejudiced persons, if granted their way, might rob us of the most precious literature in the world. It is not fair to the boys and girls. And it savors too much of Hitler.

A Brief for the Fine Arts Courses

LUKE C. RHOADS

Principal, Columbus and Sophie J. Mee Schools
Mount Vernon, New York

IT is said that a business man who operated an alleged progressive school for the benefit of the children of his employees was once asked the question by a critical visitor, why do the children seem to be so unhappy. His reply was that they were not supposed to be happy as they were being prepared for life.

A far-sighted superintendent of schools of a large city system once said: "In order to be happy one should think and do interesting things. Our problem is to place before pupils worthwhile and interesting undertakings."

Are people placed in this world to be drudges, drones, automatons, or are they placed here to become independent, resourceful, and productive individuals? The business man grouped them in the first category, the school superintendent, in the second. There are no subjects in the school curriculum which will do more to enable children to become eager, cooperative, and contented workers than the special activities—physical education, drawing, painting, and music.

In his book entitled "Education," published about seventy-five years ago, Herbert Spencer first fully justified teaching the fine arts. Since then no one who has profoundly studied the problem has ever had the temerity to oppose the continuation of these essential subjects in the school curriculum. His rational views on the cultural value of drawing, painting, music, and physical education resulted in their adoption in first class schools everywhere.

Dr. Kilpatrick maintains that learning should be purposive and purposeful and accepted as such by the pupils. Pupils instinctively see and readily accept the purpose of the special subject and move forward to accomplish its end—that of being happy in performing an act which brings about something beautiful. He also states that the newer psychology views life as a process of continual interaction between the organism and its environment and accordingly interprets both learning and thinking as instrumental aspects of this process working inherently within it. Continuing, he says this conception of learning and

thinking is essentially creative and dynamic as befits a plastic and changing world. Before this modern educational doctrine was promulgated, educational leaders accepted the Platonic metaphysics which looked upon knowledge as existing somewhere prior to man's knowing it. Their chief concern stressed the acquisition of subject-matter set out to be learned.

The above traditional doctrine to a certain extent still permeates the thinking of teachers of the academic field. It need not bind the teachers in the field of the fine arts. Since these teachers are not required to reach any standard imposed from above or without they are at liberty to permit their pupils to explore, to originate, to think and to feel. These teachers guide, direct, and study to place challenging situations before their pupils. Although a great deal of leeway is given, they are not satisfied with superficiality. They have a scheme of values and use it frequently. They have an underlying philosophy, and refer to it. They know what degree of growth should be expected of each child and they require its fulfillment.

The special subjects offer a rare opportunity to develop a conscious appreciation of values by participation in them through an exploratory and discovery method and not through dogmatic principles and formulae arbitrarily imposed by the teacher. Through the arts, pupils develop the power to see understandingly, not imitatively, the power to self-criticize and analyze. Emotional and physical stability is provided. A deep sense of appreciation for one's own work as well as tolerance for the work of others is cultivated. Imagination, feeling, thinking, are integrated by the rich experience offered. Resourcefulness, independence, initiative, co-operation, and social responsibility, the essentials of a wholesome personality, follow.

Since the development of a wholesome personality is one of the most important objectives of modern education we can find no more effective means to attain this end than by permitting the child to experience mentally the significance of and the deep relationship between such qualities as beauty, rhythm and strength, and to express his reactions to them with the hand that draws, the voice that sings or with limbs trained in graceful movement. By continually surrounding the child with the special subject activities, we help him to develop the wholesome personality for which we are all striving.

"For Tomorrow, Memorize..."

By GERTRUDE GOLDSMITH
Samuel E. Shull School
Perth Amboy, New Jersey

"FOR tomorrow memorize the poem on page 80," said the teacher, and the class gasped with dismay. I gasped too, for I was a member of that class. We despised poetry, abhorred so-called memory gems; and a memorization assignment was a major crisis to each of us. And no small wonder.

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We remember, chiefly for two reasons. Certain knowledges we must carry in our minds because we need them as tools. Such knowledges we memorize purely and simply by rote. We do not try to rationalize number facts, multiplication tables and the like. In the same manner we memorize a new telephone number, a new address, a new schedule, or an intriguing recipe.

There is another reason why we memorize. We have been blessed with a heritage of beautiful thoughts, beautifully written, thoughts that we feel to be so true and so familiar that we might have said them ourselves. So we say, "I want to remember this. I want to make it a part of me." And the process of memorization begins. How vastly different is this memorization. We do not memorize words, we remember concepts, a beautiful bit of imagery, the rhythmic swing of the entire poem. In the classroom the situation is the same. Let us see how we may induce memorization of verse painlessly and pleasurably.

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To begin with, dismiss the notion that the assigning of the memorization of a poem relieves the teacher of the responsibility of teaching. On the contrary, she should realize that she has signed a contract which has made her a co-partner in the venture. On the college level, no doubt, it is a reasonable procedure to make the assignment and to expect it to be completed by the student, but in the elementary grades through the seventh and eighth, how to memorize must be taught, exactly as we teach pupils how to study. Therefore the teacher may profitably regard

an assignment of this kind as the very last step of a classroom activity. With skillful guidance, it is entirely possible for students to acquire the technique of how to memorize, while the actual memorization of a poem is carried on in the class period.

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The selection of the poem is the first thing to consider. It should have some definite relation to one of the studies that are being undertaken by the class. As a matter of fact, the entire literature curriculum should be organized in this manner. It is difficult to say whether a literature curriculum built around the social sciences curriculum enriches it the more, or is itself enriched. We are sure, however, that both fields of study profit by a close correlation. Keeping this principle in mind, we are ready to proceed with our problem.

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Let us suppose that the class has become interested in the various occupations men engage in to make a living, and has chosen as a title for research, "Workers of the World." The unit is a good one, broad enough to contain the social sciences, vocabulary building, composition and literature, and capable of being limited to the level of the class concerned. An excellent choice of poetry would be Amy Lowell's "Trades." It is simply written, contains vivid imagery, and tells of an occupation familiar and understandable to children.

TRADES

I want to be a carpenter,
To work all day long in clean wood,
Shaving it into little, thin slivers
Which screw up into curls behind my plane;
Pounding square, black nails into white boards,
With the claw of my hammer glistening
Like the tongue of a snake.
I want to shingle a house,
Sitting on the ridgepole, in a bright breeze.
I want to put the shingles on neatly,
Taking great care that each is directly between two others.
I want my hands to have the tang of wood:
Spruce, cedar, cypress.
I want to draw a line on a board with a flat pencil,
And then saw along that line,
With the sweet-smelling sawdust piling up in a yellow heap at my feet.
That is the life!

Heigh-ho!
It is much easier than to write this poem.

—*Amy Lowell.*

Before class begins, write the poem on the board in yellow chalk. Why colored chalk? For no more scientific reason than the fact that the writing will be more distinct and divorced from any other material that may have been there before. Cover the writing with a wall map or something equally as large, until it is needed. Say something like this:—

"We have been talking a great deal about many kinds of workers, about farmers and engineers, lumbermen and riveters. I have a poem here, which I am going to read to you. It tells about a worker, a carpenter. As I read it, pretend you are looking at a moving picture of this carpenter at work and be ready to tell us some of the things you saw." Read the poem as well as you can. "What were some of the scenes you saw?" They may say:—

"Shaving the wood into slivers."
"Hammering nails into white boards."
"Shingling a house."
"Drawing on a board with a flat pencil."
"Sawing along the line."

"Notice the words which help to make the moving pictures, and as I read again (display the poem written on the board), put up your hand whenever I come to those parts." Read the poem again, acknowledging the hands as they appear. They will probably pick out:—

"Shaving it into little thin slivers,"
"Which screw up into curls behind my plane."
"Pounding square, black nails into white boards."
"Claw of my hammer glistening like the tongue of a snake."
"Sitting on the ridgepole in a light breeze."
"The tang of wood."
"With the sweet-smelling sawdust piling up in a yellow heap at my feet."

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Develop the many sensory images in the poem by drawing upon the children's experiences. The boys in the workshop have had the feel of drawing "a line on a board with a flat pencil," and of sawing "with the sweet-smelling sawdust piling up in a yellow heap at my feet." They have all watched the carpenter putting shingles on a house, "taking great care that each is directly between two others." "The claw of my hammer glistening like the tongue of a snake," is such a vivid simile it is a delight to say it. And so on through the poem. One or two large, well drawn pictures could be shown with advantage.

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"Now, let's act. Pick out one of the things the carpenter does, and do it for us. The child who knows what part of the poem he is acting, will say that part of the poem. If he is correct, he may act another section." A child may pantomime the pounding of nails, and another child will say, "Pounding square black nails into white boards." Continue in this manner. If no one pantomimes the last two lines, then you, the teacher, had better turn mime and do it, saying perhaps, "Amy Lowell might have looked like this when she was reading what she had written."

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Now cover the poem again and say, "Now for a game. I am going to say a part of each line. See if you can fill in the missing parts." And begin,

I want to be a .....,

To work all day in .....
Shaving it into .....
Which screw up into curls .....
.....;
Pounding .....
With the claw of my hammer glistening
Like the .....
I want to shingle a house,
Sitting on the ridgepole in a .....
I want to put the shingles on .....
Taking great care that each is directly between .....
I want my hands to have the .....
.....:
Spruce, cedar, ...
I want to draw a line on a board with a .....
And then .....
With the sweet-smelling sawdust piling up in a .....
That is .....!

Heigh-ho!
It is much easier than to .....

"Now we'll make it harder. You're going to fill in much more this time."

I want to be a carpenter,
.....,
Shaving it into little, thin slivers
.....;
Pounding .....
With the claw .....
Like the .....
I want to .....
Sitting on the .....
I want to put .....
Taking great care .....
I want my hand to have .....
Spruce, ...
I want to draw a line on a board
.....,
And then .....
With the sweet-smelling sawdust .....
.....
That .....!

Heigh-ho! .....
It is .....

"Good! Do you realize you have almost memorized the poem?"

Display the poem again. "Now do this. Choose one thought that you like. It may be one, two, or three lines. Take a minute to practice saying it to yourself and then we'll have them said aloud." After a minute—no more—ask various children to tell the line they learned, without looking at the board. Then say, "Now, let's try to fit these lines together like a crossword puzzle. Who knows how it begins?"

One child says:—

"I want to be a carpenter,
To work all day long in clean wood."

Another says, "Shaving it into little, thin slivers"; and another "Which screw up into curls behind my plane."

And so it continues until the poem is completely pieced. Then say, "Now we want some one to try the entire thing. If you get stuck we'll help you out." Repeat this with two or three children, having a child supply the missing line if needed. Ask "How many think they almost know the poem?" You will be surprised at the number who reply.

Now you are ready to give that memorization assignment confident that everyone will be able to master it. "Tomorrow I'm going to ask each of you to say 'Trades,' without any help at all. I'm sure you will be able to do so."

So "Trades" has become a pleasurable thing, something to remember as one of the happier moments of school life.

First Aid to the Misfit

By HELEN CUMMINGS
Boston

WHO is the maladjusted child? What are his symptoms?

He is the truant, the "show-off," the anti-social child, the emotionally unstable child, and, even more important, the shy, timid, fearful, and apathetic child we so seldom recognize.

You know the maladjusted child because of his failure in school work, the disinterest he shows in it, his lack of respect for authority or the serious behavior problem he presents.

We now look upon these manifestations of misbehavior as merely symptoms, and ask a searching "Why?" in our endeavors to get back of these symptoms to the causes and remove them.

A primary cause of misbehavior has been found to be physical disabilities which bring in their wake a trail of emotional conflicts and conduct disorders by which the child seeks to escape the handicap of his physical nature.

When a child fails in his school work the first question the teacher should ask is not "What kind of intelligence does he possess?" but rather "Is there any defect of hearing or vision?" "Are there signs of abnormality which indicate other chronic disorders?" Having discovered the physical defect, the teacher must take steps to remedy it. It is of equal importance that she prevent the acquisition of similar defects by the normal, healthy child. Strict attention to proper lighting and ventilation, the inculcation of good health habits and instruction in safety education will go a long way in accomplishing this.

The "show-off" type of behavior problem has been found often to be the result of an in-

feriority complex; this may have been induced by the success of a fellow pupil, by jealousy of a brother or sister, or sometimes by an unfortunate home situation, the deep significance of which was beyond the child's power of comprehending.

Truants are generally those pupils who are failing in their school work, uninterested in what is going on in school because the curriculum is not adjusted to their needs, resentful of authority because of the strict discipline enforced in the schoolroom, becoming eventually the type of pupil known as "delinquent." If we were to eliminate failure as an essential part of the school program, and make provision for individual interests and abilities by means of a "free" program, we should no longer destroy a child's self-confidence, but rather lead him forward to success, interest and self-respect. Ten per cent. of our school population repeat grades, and when we consider the emotional problems caused by this vast amount of retardation and the resulting educational maladjustment, we are convinced that success and encouragement must be given to our children in school. We must provide individual progress on every grade level for every child, emphasizing personality development rather than academic acquirements.

The shy, recessive child who earns so easily that "A" in conduct and effort must be recognized and led by sympathy and understanding to share in the activities of the classroom, to face reality and to take an objective attitude toward life and himself. Thus he will learn to make wholesome social adjustments from the beginning of his school career.

In conclusion, don't treat conduct disorders negatively! Prevent mishebavior by training the will power and self-control of the child: have a sympathetic and helpful attitude toward the child and his needs, and increase by every means available his opportunities for leading a healthy, successful life.

Do Teachers Get This Way?

By VIVIAN ROEGNER FLETCHER

Montclair, New Jersey

A FRIEND of mine says: "The teacher no longer wears flat heels and glasses, except on her thoughts and actions, but she has four characteristics equally unmistakable: She insists upon teaching everybody everywhere; she makes a habit of disapproving; she is morally self-conscious; and she thinks and talks shop continually. It is because of these things that the public regards her as queer, and that men make dates with her solely from curiosity or for conversation material.

Let's consider these accusations and see if they are justified.

Does she insist upon teaching everybody everywhere?

It is true that the teacher does seem to feel the world is a classroom and everyone in it a pupil to be taught. When a train is late or a bus breaks down she handles the situation with morbid efficiency, explaining everyone's problems away with a wave of her dictatorial hand. When a friend complains of unhappiness or dissatisfaction she avidly tells him how to run his life. She teaches her family what it should eat, think, and say—and the correct way of doing it. She continually thrusts culture, with a capital K, at her boy friend—if he has not yet escaped her clutches. And all this in no uncertain terms. "Please" disappears from her vocabulary. Each gesture and facial expression bespeaks the dictator. She sees the world as a heathendom of ignorance and herself the missionary elected to haul the heathen into the fold. She calls this accepting the challenge of her profession.

Does she make a habit of disapproving?

Don't we though? Daily we disapprove of students, other teachers, parents, and officials. Mostly though we disapprove of other people's opinions, of the way they live their lives and manage their affairs. We are intolerant of their ignorance. As we grow older and these things lose their flavor we disapprove of toothpicks, other people's diets, and the use of blue lights on Christmas trees. Finally we become connoisseurs of disapproval and disapprove of our morning toast before it hurries down into our disapproving and slightly citrolic stomachs.

But how can we help it? Probably it all arises from the fact that we disapprove most of ourselves—of the mold which years of teaching have worked us into. Perhaps that's why the younger ones of us spend our free time enjoying the vicarious glory of movie and stage heroines and the older ones surreptitiously read Ethel

M. Dell and the last fifty pages of Ulysses.

Is she is morally self-conscious?

Many teachers justify themselves in this regard because of the restrictions placed on teachers by their communities. In the past the "shining example" phase of a teacher's contract practically forced her to wear the Horatio Alger badge. If she hesitated or deviated from the chosen path she straightway became a bad influence and was let go.

Luckily psychology, or something, has shown many communities that to really teach, a person must understand human nature—even be human herself. And to be human she must understand and participate in the mores of her country. All those communities ask is that the teacher does not make herself conspicuous or cast uncomplimentary reflections on her school; which is really the first law of good taste anyway, and need not put a teacher in a state of perpetual nervousness about her morals.

However, there are still communities where teachers are forced to teach Sunday School, and where lips tainted by anything stronger than a toothbrush make of her a fallen woman. And a large percentage of the general public still harbors the delusion that teachers are inherently sexless. Teachers in love are still the best material for comic strips and town gossip.

Does she think and talk shop continually?

Keeping my own score I found myself least satisfactory in this last respect, for while I seldom talk school to outsiders I invariably do to teachers. I am still new enough at the game so that I can tell by a look from my friends or family when they think I have gone pedagogical, but I am wondering how long it will be before I become immune.

Besides being boring, teachers' shop talk is really dangerous. We do it on the principle that we can best help students by discussing them with other teachers to get their opinions and reactions, but often it descends into pure gossip. Accomplishments in teaching are highly intangible and come over such a long period of time that the only material satisfaction a teacher can get to placate her ego is to magnify what Johnny did this morning to a point where her handling of the situation makes of her the conquering hero.

Is it possible to teach and not catch these tell-tale traces?

Teachers submerge their personalities in their work largely because of the fact that they never leave the schoolroom except physically. Their evenings are spent on lesson-plans or reading, week-ends on keeping up with the museums, and vacations working for a degree or traveling educationally. Most teachers consider this their duty. I completely horrified one of my "old-school" colleagues by complaining of not being able to get away from the profession. "But you shouldn't *want* to," she exclaimed. "Our work doen't end with the classroom you know. We are influences and should always be thinking in terms of our students." While I didn't believe in this theory I was all too afraid of falling a victim to it, but I think I know the antidote. Outside interests. Having something important in your life which is unrelated to school—participation in some sport, social work, creative expression in art, music, writing—anything which will give you a life of your own.

What Do You Teach?

A Hitherto Unpublished Poem by Our Late Contributing Editor,

Irl H. Dulebohn.

What are you teaching, teacher?
Commonplaces for each today?
Eyes on the stars or the common clay?
Hither and thither do you stray?
Or fan you the sparks that will glow alway?
What do you teach them that come your way?

What are you building, teacher?
Castles of clouds that the winds toss free?
Sand that sinks in the surging sea?
Wood for the fires of adversity?
Rugged rock for eternity?
Say, in your building, what build ye?

What are you sowing, teacher?
Chaff that the breezes carry away?
Seed that will wither and then decay?
Seed that will flourish but for a day?
Or sow you the dreams that endure alway?
Pray, what do you sow in your sowing?

Famous Fallacies . . .2

Regimental Training

FRANK M. RICH
Principal Public School No. 2
Paterson, New Jersey

"People's minds and characters develop only by what each one does for himself."

A SECOND great educational fallacy, and a favorite among the delusions of school men, is the belief that a battalion of learners can be trained in knowledge or skill or appreciation by assembling the ranks in regimental formation, putting them through a course of routine evolutions under orders, and then discharging them at the end of the ceremony with a guaranteed certificate of attainment. Lancaster, the Henry Ford of education, started mass production of learning by the monitorial system in 1789. . . . The ability to handle large numbers with good generalship has been held in increasing esteem ever since. Radio enthusiasts have a vision of the whole nation getting an education simultaneously at slight expense, by having some expert broadcast lessons while classes execute the commands together in a series of educational setting-up exercises.

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The fallacy of all regimentation schemes lies in the fact that people's minds and characters develop only by what each one does for himself, not by what some one else does for him. The general principle is well illustrated in the experience of a superintendent of an orphan asylum, who thought he had worked out a very good system of teaching the inmates in habits of personal cleanliness The report came back from an adopted girl that she would not take a bath in her new home unless compelled to do so. The invariable rule in the institution was two baths a week. She had been following the rule ten years. A thousand lessons and nothing learned! Incredible until the superintendent began to reflect on what learning means. Had the poor child ever had any real lessons in keeping clean? She had never felt the need of a bath; she had never selected a time and place to do this duty, nor felt a glow of satisfaction in knowing that it had been well done. All she had practiced was meekly to follow commands like a puppet. Similar results are apparent in every phase of mass instruction where the leader alone senses the need, makes the choices and reaps the satisfactions, while the learners, like a milkman's horse, respond with only a few half-conscious reflexes. Consider the number of pupils who follow through a prescribed course of drill lessons in language, but cannot compose; who compute thousands of set problems in arithmetic, but let their business fail for lack of the ability and disposition to apply mathematical processes; who have covered years of history and geography, and yet have never applied any detail of social science in their own lives; and never will.

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Learning, the psychologists tell us, is that strengthening or weakening of behavior tendencies which occurs when an individual reacts to a situation, and then experiences the natural effect of his response as satisfaction or annoyance. Nobody can make the response but the learner. No one can experience the satisfaction in success or annoyance in failure but the one who has set for himself a goal to be attained, and used his own mental and physical machinery to attain it. Hence the teacher's work is to set the stage for interesting and useful experiments and see that learners do not waste time in profitless wanderings in jungles and blind alleys. Learning is an internal, individual matter, not an outward movement of bones, muscles and vocal cords. Results need to be measured by what the children do with the instruction in their own time and of their own accord.

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The final outcome of much vigorous platoon drill may be detestation of classical literature, geography and history; contempt for music, art and personal hygiene; a fed-up feeling for science and hand work; indifference to civic duties and citizenship—the actual reverse of the goals claimed and intended by the teachers. The weakness of ordinary school inspection is in taking for granted that everything is rosy if teachers are vigorously driving their charges through the traditional routine. We need tests and surveys that will go beneath or beyond this pretty marionette show and measure the product in terms of personal behavior. Most regimental training is about on a par with the orphan-asylum bathing. It looks efficient; the plan sounds promising, but somehow it doesn't arrive.

Classroom Clinic

Of Personality and Behavior Problems

Conducted by
GARRY CLEVELAND MYERS, Ph. D.

The Gift Nuisance

An elementary principal writes:—

Looking forward to Christmas, what should our attitude be toward gifts by children to the teacher or by the teacher to the children? In our school, some teachers, just before Christmas, receive many gifts, while other teachers receive few or none. When some children take gifts to the teacher, other children think they should do the same. It must be a hardship for many parents to purchase these gifts. Those children bearing the gifts probably think they will win some favors in return from the teacher—and maybe they will. Certainly those children and their parents who provided no gifts for the teachers are likely to suspect favoritism on account of the gifts. When I taught in a one-room rural school, it was the custom for the teacher to distribute a bag of candy to each child just before Christmas.

ANSWER—You have named a serious problem. As you indicate, gifts by pupils to the teacher or by her to them are to be condemned on moral and practical grounds.

The Board of Education, guided by the superintendent of schools, should, several weeks preceding Christmas, draw up a resolution clearly forbidding gifts at school either by the teacher or the pupils, and have the resolution posted on the walls of every schoolroom. Also a copy of the Board's resolution should be put into the hands of every parent and publicized in the local newspapers. Furthermore, the principal should remind all the teachers from time to time of this resolution.

In the rural areas, the county superintendent of schools could wisely take the initiative and induce the several local school boards to take like action. If the matter is left to the discretion of each teacher she may find it too embarrassing to do anything about it; an occasional teacher even may be tempted to encourage gifts from her children.

The Editor of The Journal of Education, several months ago, called to our attention a similar problem—that of gifts from teachers to another teacher being married. He might also have included the teacher, principal, or superintendent leaving a building or school system for another place or field of work. Away with all such practices in our public schools.

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Justifiable Absences

A high school teacher writes:

Our state has a law which requires that no child shall be excused for absence from school, except for illness, or death in the family, or because of other unavoidable reasons. We teachers know very well that many parents will lie for their children and will write "because of illness," when the child was on a trip with one or both parents, went shopping with one of them, or was just off on a lark. Should there not be more latitude provided in the laws, or far more liberal interpretation of them concerning excuses by the parents for the absence of their children?

ANSWER—I have a deal of sympathy with some of these parents and their adolescent youths. There is the father, for example, who may be away from home a great deal. During a short stay at home he desires to spend some time with his son, going with him to a game, or taking him on a fishing or hunting trip. Or the mother may see good reasons why she should have her daughter go shopping with her occasionally or accompany her to some public function. In case the child in question is up with his or her school work, it is entirely possible that the outing with the parent would prove of greater educational value than attendance at school.

Many an adolescent boy and girl should have a day or half-day, or even longer, with one or both parents occasionally; and the excuse for that absence should not have to be a lie by the parents. The school should strongly encourage a closer father-son and mother-daughter companionship. In doing so many behavior problems might be solved or prevented. The child will work harder at school, as a rule, who enjoys a fine relationship with his parents. Not nearly all education goes on in the schoolroom. We need to get a broader concept of what education really is.

A teacher writes from West Virginia:—

This may not be the type of problem on which you would care to give suggestions as outlined in the last issue of The Journal of Education. But I must write a thesis for ——— University to obtain a master's degree. I am just wondering if you would care to state some major problem in elementary education that might be subject for a thesis.

ANSWER—I suggest the following, some of which overlap and might be applied to any grade level: The child of average or above average mentality who lags in school; successful efforts at home-school co-operation; behavior and personality problems of the elementary school child; the bully; the timid, lonely child; emotional problems in the learning of arithmetic; emotional problems in the learning of reading; oral English and classroom personality fears; emotional problems of the elementary schoolroom; mental health in the modern elementary school; character education at school that carries over to the home and community.

All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School
Augusta, Maine

Construction or Repairs

There have been running through my mind this afternoon recollections of a small, independent telephone company that used to do business in a rural section where I once lived. This company seldom did any construction work, but devoted nearly all of its attention to repairs.

You never saw such busy people as the employees of that telephone company were. In the morning some men would rush up to the east side of the town to prop up a pole and in the afternoon they would hurry over to the west side to mend a wire. The next day they would go back to the east side because a farmer had sent in word that he could not call up central. It is needless to say that every one was dissatisfied, and that the company was financially unsuccessful.

As I look about me it seems that most of the present day effort to benefit mankind is of the nature of repair work.

But let us confine our observations to the schools. When a teacher plans carefully the content of her courses and her methods, when she prepares her students to meet successfully difficulties that she has anticipated will confront them in their tasks or in their conduct, when she encourages her pupils to undertake interesting and helpful projects, then she is doing constructive work. She is a builder.

On the other hand when a teacher is criticizing her pupils, when she is punishing them for disdemeanors, when she is marking their mistakes, she is doing at the best only repair work.

Of course some repairs are necessary but a teacher's great aim should be to construct.

It's a good thing to remember
And a better thing to do;
Work with the construction gang
Not the repairing crew.

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The Questionnaire Nuisance

On my desk this morning I found the familiar questionnaire. It came from a total stranger living in a distant state. In it there were about one hundred questions for me to answer.

I dislike to refuse to help a fellow teacher but I consider most questionnaires an imposition. They not only take too much time but they embarrass any one who tries to give a conscientious answer. For instance, the one before me asks whether I consider it worth while to organize non-academic subjects for students of low ability (check *Yes* or *No*). Here is a plain assumption that those who do not take college preparatory work are not capable. I wholly disagree with this idea. There are just as smart students in our manual training and commercial courses as there are in our Latin and physics classes. Practical minded young folks have different talents, but they are not inferior.

When I get a questionnaire I send it right back with this mimeographed letter:—

"Dear Co-worker: I have a great many requests to fill out questionnaires. Many of them are very extensive. I am called on for information which I cannot give completely and accurately without spending far more time than I can devote to this kind of work.

"It seemed necessary for me to adopt the policy of declining to make out questionnaires, except when the request comes from some one I know well or concerns a subject in which I am especially interested.

"I hope that you will understand the situation.

"Very sincerely,

"Everett V. Perkins."

The News Digest SECTION

Shortage

Spring Examination Set for Teachers

NEW YORK CITY.—As a result of the shortage of teachers existing in the industrial and vocational high schools of this city, another examination covering more than fifty trade subjects will be held next Spring, Dr. Louis Marks, chairman of the Board of Examiners committee on industrial licenses, disclosed recently. Only half of the 500 vacancies in the vocational division of the New York City school system will be filled through the examinations called in November, Dr. Marks indicated. The rest, he said, would be filled next March or April when the second examination in this field is given. Although substitutes are not used in a number of industrial subjects, he estimated that within two years the serious shortage facing the city will be over and that sufficient well-trained teachers would be obtained.

More Studious

Non-Fraternity Men Get Best Marks at F. and M.

LANCASTER, Pa.—Non-fraternity men are setting the pace in Franklin and Marshall College's scholastic ranks, according to averages of the second semester of the 1936-1937 term announced by Dean Richard W. Bomberger. Of the thirty-eight students having the first ten highest averages in the present senior, junior and sophomore classes, respectively, thirty-five had no fraternity affiliations. Nine attained A averages in each subject throughout the semester. In eight cases students were tied.

Critical

Dr. Holt Assails College Methods

WINTER PARK, Fla.—Virtually every phase of the American college system was criticized by Dr. Hamilton Holt, president of Rollins College, in a recent address. The lecture and recitation systems, the attitude of the ivy colleges toward admitting new students, the size of present day colleges, the general college faculty and its attempt at "research," written examinations, were all criticized by Dr. Holt. Advocating the "abolition of the recitation system," Dr. Holt said the professor asked the students questions instead of the students asking the professor questions. "Can you imagine anything like this?" he asked. "The one who presumably knows something, asking the one who does not." The Rollins College president said he believed that the American college curriculum was conducive to "memory learning" and cramming. "Thinking," he added, "should be the all important item."

Unemployed College Graduates Create Co-Ordination Problem

WASHINGTON.—An international plan for the relief of unemployment through the co-ordination of education and occupational planning, as an alternative to dictatorship, is proposed in "Unemployment in the Learned Professions," published by the Oxford University Press.

The volume contains the results of an international survey of overcrowding in the universities and the growing unemployment of their graduates. The study was started in 1932 by the International Student Service at Geneva and later supported by the Carnegie Corporation of New York through the International Institute of Teachers College, Columbia University.

The volume was written by Dr. Walter M. Kotschnig, visiting professor of comparative education at Smith and Mt. Holyoke College, and former secretary of the International Student Service. He had the co-operation of leading educators of many countries in what he calls "the first attempt to deal in a comprehensive way and on an international scale" with the subject of the study.

The author cites Germany as an example of what can happen to a country where there were "tens of thousands of unemployed university graduates when the Nazis came to power, and offers as an alternative to revolution a planned educational program, geared to the needs of society."

Although he finds the universities and professions are overcrowded in most of the major nations, Dr. Kotschnig offers not less education as a solution, but more of the right kind of education where it is most needed.

"Not only the fate of individuals but that of society itself is at stake," he writes. "There are still too many who believe that the present difficulties will pass, that given time matters will right themselves, that with a return of prosperity there will be work for everyone and above all for the graduates of the college and university. This hope, alas, is not well founded."

Learn to Cook

Boys Ask Courses In Home Economics

INDIANAPOLIS, Ind.—Discarding the old idea that home economics is a "sissy" subject, boys in Indiana high schools are demanding instruction in it, according to Hortense Hurst, a home economics supervisor, who has just completed 6,710 miles of travel through nineteen Indiana counties.

Five high schools have already yielded to the boys' demands, she said, and more special domestic science courses for boys are being opened this Fall. Many of the boys are interested in becoming chefs and cooks, but by far the largest number who have petitioned for the classes wish training in problems of etiquette, social relationships, management of the home and the choice of clothes.

Boost for Classics

Freshmen Elect Latin and Greek

BURLINGTON, Vt.—Scholars who mourn the declining popularity of Latin and Greek among college students should take comfort in St. Michael's College in this state where a third of the freshmen have elected both studies though neither is necessary to a degree. Unanimously also the entering class registered their opinion that both subjects should be retained in the curriculum. Many of these students are farm boys, half of them coming from Vermont towns. About a fourth of them are earning their way through college.

Americans Still Uneducated Is Assertion of Dr. Hutchins

URBANA, Ill. — Dr. Robert M. Hutchins, president of the University of Chicago, asserted recently that despite the fact the United States had the most extensive and elaborate educational system in the world, its people, even those who took the highest degrees, are still uneducated.

"They may have acquired a good deal of information, much of which is useless to them because changing conditions have rendered it archaic," he said, "but they have not learned to think, as their pitiful efforts to read, write and speak make flagrantly apparent."

Dr. Hutchins spoke before the East Central Division of the Illinois Educational Association, which met on the campus of the University of Illinois.

"Our people have little knowledge and much opinion," he said. "They do not suspect that there is a difference between the two. The fundamental questions of human life and human society they have never faced. They would not know how to go about trying to face them.

"Yet the great practical issues of our times are not new. They are the persistent problems that have always existed because man is man, living in this world. The nature of the world and man provides the clue to the difficulties that seem about to overwhelm us.

"We confront those difficulties today with little real assistance from our education, because they revolve around questions affecting the ends of political and economic organizations, questions that neither technology, nor science, nor naturalism as we apply it can answer. Only the attempt to understand nature can help us answer them.

"Attempting to understand nature does involve a reconstruction of the course of study. We must first determine whether a subject is important enough to be taught. This we cannot do by job analysis, by finding out what jobs our pupils are going to perform when they leave us and training them to go through the motions employed in them. That is a conventional way to proceed."

New System

Plan State Schools In Christian Living

HARRISBURG, Pa.—A state-wide system of schools, in which thousands of Pennsylvanians will study Christian living, will be established during the coming Winter, the Council of Churches and affiliated groups announced today.

The schools will be another phase of the United Christian Advance Movement, the first of which was the national preaching mission conducted last Fall. The last step will be a program for building Christian communities.

Under the committee's plan, Pennsylvania will be divided into eleven districts. At the close of district schools it is planned to conduct two-day schools in each county. The county groups will then organize schools in the various churches.

Must Be Right

Fordham "Service" Plan Guarantees Graduates

NEW YORK.—Fordham University recently announced college graduates of the future completely "serviced" for their prospective bosses. After a year's survey among leading employers and interviews with 92,000 students, the university is opening a placement bureau which guarantees its graduates on a replacement basis. Industry can send graduates back to Fordham for more seasoning if any weakness develops.

Make Trips

Students Go on Tours In Hood College Plan

FREDERICK, Md.—Hood College has started a program of all college sightseeing trips with one group of students making a two-day excursion to Williamsburg, Va., and another visiting places of educational and historical interest in and around Washington. A faculty committee has arranged a schedule of trips throughout the year which include general art trips to the galleries, museums and libraries in Washington and Baltimore, and a general science trip to the Smithsonian Institution and the Naval Observatory. Still another group will study the model housing project at Greenbelt, Maryland.

Swing to Men

Male School Teachers Set Record of 60 years

WASHINGTON.—More men are teaching school than at any time in almost sixty years, the Federal Office of Education said recently. The office added, however, that the situation was not going to last, that sooner or later a number of the men will spurn the teaching profession for better paying jobs in private industry or business. Nationally, officials said, men accounted for an average of 14.1 per cent of all teachers between 1880 and 1920, but teachers' salaries increased between 1930 and 1934 and so did the number of men in teaching jobs. By 1934 the percentage was 19.1. Forty per cent of the male teachers hold high school jobs, the education office said. The reason for the increase, officials said, was purely economic. They said the ideal situation would be an equal division between men and women teachers, but predicted that when industry and business picked up more the men would take other jobs at better pay.

Survey Result

Longer School Hours, Less Home Work Voted

CLEVELAND, O.—The average high school student prefers longer school hours and shorter home work assignments, according to a "survey-at-random" made at East Technical, East and Lincoln high schools here. Although home work is decreasing in grade schools, it still is the nightmare haunting the upper gradesmen. A majority of students at the three schools surveyed said they would be willing to stay longer at school and there complete their home work if long week-end assignments and nightly work were eliminated. A National Youth Administration survey of 800 parents showed that the average student studies 1.39 hours at home. Parents requested home work assignments to be made 1.71 hours long, the survey disclosed.

Shorter Hours

Hamilton High Students Win Strike

HAMILTON, Mass. — Hamilton high school students and their parents won their strike for shorter school hours at a recent stormy open hearing held by the school board in the high school auditorium. Fred Winthrop, Jr., chairman of the board, was roundly criticized at the outset when he demanded that the press should be barred and when he threatened to adjourn the meeting unless the newspapermen left. Some 200 parents of high school students protested Winthrop's action and took over the assembly, Harry Gilchrist being chosen to preside. They voted in favor of a single session at the high school, the hours to be from 8:15 a. m. to 1:15 p. m., with twenty minutes recess, to replace the former 8.30 to 3 o'clock. The school board complied with the demand.

Diagnosis

Educators Urged To Push Guidance

LEWISBURG, Pa.—"Individual diagnosis" must be the central activity of the teacher in a democratic State, Dr. M. R. Trabue, dean of the School of Education at Pennsylvania State College, told several hundred educators attending Bucknell University's annual conference on education here. Speaking on "Guidance," this year's general theme, he termed it the need of all pupils rather than a selected few and, while emphasizing its importance vocationally, suggested that it was necessary in the educational, social, economic, physical and spiritual fields. The practice of guidance, he said, must develop slowly and soundly, with every forward step based upon careful investigation and with each technique and procedure subject to continuous revision in the light of new evidence.

Report on "Quins"

Educator Finds They Are Slow in Talking

INDIANAPOLIS, Ind.—The Dionne quintuplets are slow in picking up speech, Dean William L. Richardson, of the Butler University School of Education, said upon his return from a visit to the famous children with a party of eminent scientists. "Their vocabulary is small—about 100 words—but this is not unusual," Dean Richardson asserted. "It has been demonstrated that children the same age, or nearly the same age, do not advance rapidly in picking up speech. The Dionne children have a way of expressing themselves tersely. If they refuse to do something, they say 'no,' rather than saying 'no, I don't want to do that.'" The famous kiddies will afford a valuable study in education for the scientists, according to Dean Richardson. Their three revelations, he said, will be: 1—A demonstration to overdoting parents of what can be done by direction and discipline, unmixed with sentiment. 2—Elevation of nursery schools as a basis for child study to the dignified level of university courses. 3—The Dionne establishment probably will become the nucleus of an elementary school in which the most far-reaching study of educational practices ever made will be carried on.

Fewer Crowns

College Cuts Number Of "Queens" to Three

KENT, O.—Kent State University's student council has decided there are too many campus queens. A resolution limits the number elected in any one year to three. Only three titles are left for beauteous girl students: Homecoming Queen, Queen of the May and Miss Kent State. The thrones of Smile Queen, Pigskin Prom Queen and Junior Senior Prom Queen have been abolished.

Bay State Superintendents Seek To Help Schools

BOSTON.—Legislation to provide for $16,000,000 in additional state aid for the support of schools as a means of equalizing the burden of school support among the towns and of equalizing educational opportunities was recommended by the committee on taxation of the Massachusetts Association of School Superintendents at its fall meeting here. Action on the committee's report was deferred to a special meeting to allow time for sufficient study by the superintendents.

The report, which was presented by Fred E. Pitkin, of North Andover, chairman of the taxation committee, pointed out that the wealthy town of Brookline in 1935, with a local school tax of only $5.35 had $133 per weighted pupil with which to support its schools, while the poorer town of Dracut, with the high local tax of $18.38, had only $54 per weighted pupil.

The superintendents propose the state guarantee a town that if it raises $6 per $1,000 for its schools, the state will give it $80 per weighted pupil for support of the schools.

The formula suggested by this group for weighting pupils is based on $80 for each elementary pupil; $80 plus two per cent for each junior high school pupil; $80 plus four per cent for each senior high school pupil and for each pupil in classes for the retarded.

The equalization plan would result in a reduction of local real estate taxation, the committee believes, explaining that "as the total valuation of all towns is $6,520,080,000, equalization aid from the state to the towns of approximately $16,000,000 would be equivalent to an average decrease in the local tax rate on real estate of $2.45.

"It would tend to be a greater decrease in the poorer towns and a smaller decrease in the wealthier towns. Since a town would receive an increased amount of state aid, it would need to raise only a correspondingly decreased amount locally by the taxation of real estate," the report stated

One-Room Schools

N. H. Numbers 424 Modern Red Schools

CONCORD, N. H.—Approximately 8,000 boys and girls are being taught in 424 one-room school buildings in New Hampshire, the State Board of Education has reported, in spite of the increasing practice of concentrating pupils into one large building in small communities. The smallest school, the board said, is now a one-room white building at Plaistow, with eight pupils. The largest school, with some 3,000 pupils, is Manchester Central.

Co-ordinator

New Type of College Officer Begins Duties

KEUKA PARK, N. Y.—A wholly new type of college officer, whose job is to show the students what their education is "all about" in relation to their daily lives, has started her work at Keuka College.

Dr. Chloe Owings, who has been chosen for the post, is to be called "student-faculty consul," and her functions are something more than those of dean and personnel officer combined. For she is expected to "direct all the facilities of the college to training the student for daily living, community leadership and responsible citizenship."

Toward this end she is to obtain the "spontaneous co-operation" of administrative staff, trustees, faculty and the students themselves. She will be a kind of liaison officer, aiding in evolving a plan for the college as a whole, agreed on by the entire faculty, according to President J. Hillis Miller.

As a rule, Dr. Owings believes, there exists in college a wide gap between the teaching and the student groups, and the trustees have little participation in the actual life of the college.

Courses for Educators' Wives Offered as Aid to Husbands

NEW YORK CITY.—Activated by the belief that a wife may be instrumental in making or breaking her husband's career, Teachers College officials have introduced seventeen courses for wives of future school administrators to equip them for the responsibility of being married to prominent men, it was announced by Gertrude L. Belser, recorder of the college's Advanced School of Education.

The studies include courses in etiquette, hospitality and social usage, family social relations, home-making and art and music appreciation, each opened for the benefit of wives of the prospective school principals and superintendents who are now studying at the college for the degree of doctor of philosophy.

"We do not attempt to teach wives to give the best tea or reception, or anything like that," Miss Belser declared. "We seek to promote social leadership in a broad sense, to show women how to maintain a home as a model for others."

The most critical problem of school administration is personal relationships, and in this connection the wife can innocently "pull the most boners," according to Dr. Lester Dix, director of the Lincoln School of Teachers College, who was active in introducing the training program for wives.

Dr. Dix said that although a wife can help her husband to attain success in the educational field, she may become a serious impediment if she gossips about his confidential affairs or visits his school, office and classrooms too frequently. Family life at home, he added, presents other delicate considerations.

The course in family social relationships, given by Professors Helen E. Judy-Bond and Morice A. Bigelow, aims at developing understanding among members of the family. It encompasses family aspects of biology, eugenics, social hygiene and child guidance.

Shift in Plans

Syracuse Unifies Teaching Courses

SYRACUSE, N. Y.—Discarding conventional education methods in the belief that the teacher's basic interest should be in boys and girls rather than in the subject matter to be taught, the School of Education at Syracuse University has introduced a unified program in professional education to a group of eighty-eight juniors this year. Shelving the organization of material and courses long traditional in teacher-training institutions, the Syracuse program, the first of its kind in the United States, requires the student to take a single course which continues through the four semesters of his junior and senior years. The objective of the first semester of this novel unified course is a thorough acquaintance with boys and girls of secondary school age. Physiological, sociological and psychological aspects of adolescence are included in the study. To become acquainted with boys and girls of high school age outside the school environment, each student is required to associate himself with an organized youth group and to aid it in carrying out its purposes.

Shorter Study

Holds Four-Year Course Too Long for Best Student

BUFFALO, N. Y. — A four-year college course is too long for the "superior student," in the opinion of Dr. Mazie Earle Wagner, of the University of Buffalo. In an address before the New York State Educational Research Association, Dr. Wagner described a system of "anticipatory examinations" in use at the university, which she said was "enabling superior students to reduce the length of their college courses." The system is based on the principle of permitting a student to apply for an examination as soon as he believes he has mastered a subject. Dr. Wagner described the plan as "especially valuable for students planning to take professional and post-graduate courses."

Well Traveled

Girl, 18, Studied In 28 Schools

CLEVELAND, O.—The odyssey of eighteen-year-old Marcella Glinz has taken her to twenty-eight different schools. Marcella was born in Effingham, Illinois. When she was three her family moved to Cincinnati. Her father was a bricklayer and as he went from job to job the family moved with him, traveling by automobile. The Glinzes left Cincinnati to go to Chicago. There, Marcella spent two years in a parochial school. Then came short stays in two towns in North Carolina and Virginia. For a while the wanderers moved only from town to town within the state of New York. As Marcella remembers it, she was graduated from grammar school in Buffalo. During her freshman and sophomore years in high school she was a student in Middletown, Ithaca, Amenia, Dover Plains and Buffalo.

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No Increases

School Pay Causes White Plains Row

WHITE PLAINS, N. Y.—Dissension developed recently between the White Plains City Council and the Board of Education over the granting of full salary restorations to school teachers. A 1938 school budget proposed by the board would eliminate all pay cuts, but Mayor Walter Rogers said he and the City Council would not approve the budget nor provide funds to meet it until teachers' salaries were brought in line with those of other municipal employes, many of whose salaries were still about ten per cent under the 1929 scale. It was the first time since White Plains was incorporated as a city in 1916 that a City Council attempted to regulate the expenditures of a Board of Education, officials said in explaining that they had always assumed the State education laws made it mandatory for a Council to approve budgets prepared by Boards of Education.

New Structure

Texans to Replace Blast-Torn School

NEW LONDON, Texas.—Workmen have started on a new and more imposing building in this little town to replace the one destroyed by the blast earlier in the year which caused nearly 300 deaths. It is expected that the new school, to be known as the London Consolidated School, will be ready for classes next September. It will cost $315,000. In the meantime, the stricken school district, one of the wealthiest in the world, is carrying on with its rehabilitation program and making every effort to erase all traces of the tragedy from memory. Temporary frame buildings are being utilized.

Sees Danger Ahead

Vocationalizing Of Colleges a Menace

Every four-year college in the country is in danger of becoming "vocationalized to a formidable degree," President Dixon R. Fox, of Union College, warned his hearers at the sesquicentennial celebration of Franklin and Marshall College recently. Under parental demand for courses that prepare for paying jobs, the old liberal-arts college ideal of producing scholars and gentlemen is fast vanishing, he held. "In some places we scarcely have college students, today," he declared. "We have pre-medical students, pre-law students, pre-journalism students. The professions make the college a service station for themselves. They go as far as they dare in insisting that the student have, shall we say, eight years in medical school, four of which shall be managed by the college. The theory of this education insists that one should not be a man and a doctor, but just a doctor. In such minds, man, as man, is not worth educating."

Essential Training

College Head Defends Fraternities as Asset

TROY, N. Y.—Dr. William Otis Hotchkiss, president of Rensselaer Polytechnic Institute, defends fraternities as part of the essential training for life of the college student. "I believe in fraternities because I am convinced by long observation they have something to offer which would otherwise be less effectively done," he said. Dr. Hotchkiss said he always warns new classes that four years of college life will produce the most rapid change of any equal period in their lives.

Tonsorial Route

Barber's Chair Helps Student Through College

EVANSTON, Ill.—Going to college is one thing, but taking along a barber's chair to shave and "tidy up" fellow students in order to earn one's board and keep is still another proposition. Yet a Northwestern University student arrived this fall with all of his barbering equipment, determined to get a college education via the tonsorial route. Dog clipping, too, is a means of working through to the sheepskin. Specializing in clipping the hair of poodles and sending them back all cleaned and curled to their owners is a side-line occupying another student in his off-hours from studies. In addition to these unusual occupations many industrious students make their way through college by doing more common jobs, according to J. W. Golden, director of student employment.

Restriction

Harvard Students Favor Tutoring Curb

CAMBRIDGE, Mass.—Restriction of tutoring school advertisements in official Harvard publications has been favored in a resolution announced by the Harvard student council, undergraduate governing body, recently. The resolution also provided for a committee to confer with editors of student publications on the matter of limiting tutoring school advertising, particularly at the start of the school year. The resolution announced is an aftermath of an investigation made by the student council last year. The investigation disclosed, according to the student council, that tutoring schools, of which there are an increasing number in the vicinity of Harvard square, were getting out of hand and were a "corrosive influence" on the student body. This recent resolution was the first definite action taken toward restricting the schools, which have been the subject of much discussion.

Public School Is Battlefield of Democracy, Declares Educator

EUGENE, Ore.—Education in the United States should be improved constantly, not only because of demands made upon it by society, but through the initiative of those in the profession.

This conclusion was reached by more than 300 teachers, who gathered here recently to attend the Educational Policies Commission conference, held under the sponsorship of the University of Oregon and the Southern Oregon Normal School.

The commission aims to help teachers to know what needs to be done in the field of education, to undertake to do a portion of it, and to prepare to do the balance, it was pointed out by Dr. Frederick M. Hunter, chancellor of higher education for Oregon, and a member of the national commission.

Democracy today must compete with other forms of government, and one of the great fields of battle is the public school, it was pointed out by Rex Putnam, recently selected as state superintendent of schools, in discussing the panel question, "Can American Democracy compete with its present-day rivals?" The philosophy that democracy in some form is the untimate objective of society should be indoctrinated in the schools, and the case for democracy be placed wholly and truthfully before the pupils, he stated.

The school system of today should be made more meaningful, it was declared by Jesse Hawley, superintendent of schools in Carpinteria, Calif. A more efficient method of pupil-counseling was suggested, and he also urged that the school be made the natural environment for discussion of problems of the community in particular and of society as a whole.

Book Reviews

A Horace Mann Classic

HORACE MANN AND OUR SCHOOLS. By Payson Smith, A. E. Winship, William T. Harris. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Thousands of school workers are trying somewhat conscientiously at this time to examine the life of Horace Mann and to discover, if they can, precisely what he contributed to education in the United States that has made his 1937 centennial important.

Where could one look for a more satisfying appraisal of Mann than is made available in this handy little volume by Smith, Winship, and Harris?

Payson Smith, for many years Commissioner of Education for Massachusetts, and thus a successor to Mann himself, holds high rank as an educational interpreter and prophet. His estimate of his illustrious predecessor is well worth reading.

Again, few men in America have better understood the work and spirit of Horace Mann than the late A. E. Winship, nor did any one ever refer so frequently to Mann, study his career so thoroughly or write so much about him. The material chosen from Dr. Winship's writings for inclusion in this little book is human, interesting, and discerning.

William T. Harris, author of the third essay, rendered on a national scale as United States Commissioner of Education, a service of educational administration and statesmanship akin to that of Horace Mann, and what Harris writes of Mann adds new aspects to this threefold picture.

So readable, concise and broad a view of Mann as this book presents can scarcely be expected again in any form.

• •

The Jumping-off Place

IN LITTLE AMERICA WITH BYRD. By Joe Hill, Jr., and Ola Davis Hill. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Probably no previous episode in human history has combined so much of science and of careful planning and many-sided preparation as did the second expedition of Admiral Richard E. Byrd to the Antarctic. Certainly no other visit to a polar region has brought home so great an addition to the scanty knowledge in mankind's possession theretofore.

"In Little America With Byrd" recounts this amazing adventure as observed by the youngest member of the party. The story is graphically told—and in a fashion to inspire and thrill the average boy or girl who may be fortunate enough to read it.

In spite of every safeguard and comfort which could be provided, the battle with bitter cold and biting winds, with snow and ice and fog, and with all the changes and combinations these adverse forces can set up, remains a glorious performance. The only danger is that so gripping a tale, romantic and real, may create more new polar explorers than the few ships going to the ends of the earth can carry. As a lesson in preparedness, what could be better?

The numerous bleed-off illustrations are a delightful feature of this charming little volume.

• •

Fanning the Song Flame

CREATIVE SCHOOL MUSIC. By Lillian Mohr Fox, Pasadena, California, and L. Thomas Hopkins, Lincoln School of Teachers College, New York City. New York, Newark, Boston, Chicago, San Francisco: Silver Burdett Company.

School music may range from wretched drill in sight reading of worthless songs to beautiful expression of what was once in the heart of a musical genius. At the lower end of that gamut little of value is developed. At the upper end lies appreciation along with technical skill.

But appreciation comes with trying to create a work of art. And creative music is not impossible even for young children. The authors of this book, "Creative School Music," have sensed that possibility and have experimented with it in the classroom, until their experience has blossomed into a highly illuminating manual for teachers. Many a source of musical themes is suggested and the teacher is shown how she may discover the smoke of an incipient song and fan it into flame. The authors stress the intimate relationship between poetry and music, and they simplify the matter of rhythm to a point where elementary pupils can readily grasp the essentials and apply them.

The book contains many surprising examples of creative music done by children at different levels and should render great aid and encouragement to any teacher seeking to explore this attractive field with her boys and girls.

Safe or Sorry

SAFE LIVING. By C. W. Hippler and Helen Burr Durfee. Boston, New York, Chicago: Benj. H. Sanborn and Company.

Death by accident sheds no glory. Neither is any happiness derived from the thought that one's own carelessness has caused death or injury to others.

"Safe Living" is a well-designed substitute for the free material on safety education which has been pouring into the schools from commercial sources—frequently mixed with propaganda. This attractive little volume for the middle and upper middle grades quite eclipses most of the free material in this field, by the fascinating manner in which it presents the many-sided problem of safety. The book is a story about a group of boys whose efforts to put on a play are balked by a series of mishaps. They decide to find out the causes of their "bad luck," and in so doing they discover much that is pertinent to the practice of safe living. And it is "Live and let live" that concerns them, not self-preservation alone. This treatment of the safety theme is original and ought to be unusually effective.

• •

Busy Gradesters

CO-CURRICULAR ACTIVITIES IN ELEMENTARY SCHOOLS. By Henry J. Otto and Shirley A. Hamrin, Northwestern University. New York, London: D. Appleton-Century Company.

The term "co-curricular" as applied to what would have been styled "extra-curricular" a few years ago, suggests well enough the evolution which is taking place in accepted concepts of what the elementary curriculum should include. It is a far cry from the three R's, of course. But who is not glad of that? Surely the children are glad, without knowing the contrast, that they can touch life at so many interesting points today.

"Co-Curricular Activities in Elementary Schools" is written for the teacher or the administrator, both actual and prospective, whose concern is to see that children inherit something of the riches that belong to them. Theoretical and practical are combined in suitable ratio, so that the reader may know what is being done, and how and why, with respect to all those things that have come to fringe the study program in modern schools. What about the school assembly? The school newspaper? The athletics and the playground? The musical activities? The field trips? What about the various

clubs that are allowed to use the school building and the school time? What about the efforts at self-government by the pupils? This book gives many facts essential to the answering of these questions. And its authors venture a little weighing of educational values. For—obviously—the schools cannot subject their charges to complete and indiscriminate flooding from the vast outside world now pounding at the doors.

• •

The Constitution at Work

THE CONSTITUTION. The Middle Way. By W. Seward Salisbury, New York State College for Teachers, and Robert E. Cushman, Professor of Government, Cornell University. New York, Chicago: Newson and Company.

Rote learning of the Constitution would most certainly miss the implications of that basic document. No such error is likely to occur where this handy new textbook is available. For it traces the history of the Constitution from its pre-natal time until today; traces it as a changing, developing instrument; a charted course for a nation which has chosen to modify its course from decade to decade. The authors show the Constitution at work. They examine its whys and wherefores. They look into the operations of the main branches of government under the system of checks and balances. They take up the issue of the Supreme Court—and give needful perspective to the present controversy.

The time has probably arrived when clearer and stronger advocacy of the Constitution and the American system which it represents should be brought into play in the schools, if the enchantments of bolshevism and fascism are to be successfully dispelled. The Constitution is indeed a middle way; a way which, if rightly understood and followed, can lead to the happy fulfillment of cherished hopes, not for the few but for the many, not for one class but for all.

American schools will welcome more texts that interpret the foundations of the democratic political structure as it exists in the United States; not with blind admiration but with discrimination and an undistorted sense of values.

• •

Folklore of Our Country

TWENTY-TWO SHORT STORIES OF AMERICA. Selected and Arranged by Edith Mirrielees, Stanford University. New York, Boston, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Each of the two-and-twenty stories comprising this volume was chosen for its emotional appeal to boys and girls of junior high school age, the author tells us, and a glance at the contents bears this out. Young readers will be enabled by these tales to share vicariously in events, situations, and lives that went into the making of our country.

A feature of the book is its questions designed for use by the pupils themselves in testing their own knowledge of what they have read. The author is opposed to having teachers employ these questions to heckle their young charges. Rather, she would have the readers make a game of self-examination. Her suggestions along this line deserve a trial. The author is certainly on the right track in believing that literature which fails to awaken a response in pupils does more harm than good. Her selections, made with the assistance of many boys and girls, would appear to hit the mark of pupil interest at which they are aimed.

• •

Besides the Courses

EXTRA - CURRICULAR ACTIVITIES. By Harry C. McKown. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

In this thoroughgoing revision of an earlier volume under the same title, "Extra-Curricular Activities," Harry C. McKown makes readily accessible to principals and teachers a wide variety of material that should aid them in getting best results from those educational adjuncts which have grown up around the program of scholastic studies. This is no mere detailing of the clubs that can be formed in schools, to meet outside of hours or in free homeroom periods. Rather is it a comprehensive statement of what and how and whether as regards almost everything that may arise to occupy the study-free time of pupils. Athletics, school trips, commencements, school affairs, school savings and thrift enterprises, school journalism including newspapers, magazines and annuals, secret societies, parent-teacher groups and their relations with the schools—these are only a few of the matters which the author takes up. Educators will not all agree with his evaluations of different activities. School fairs, for example, have their advocates who ascribe to them high educative and socializing values in addition to their money-raising uses. But exceptions will always be taken to particular evaluations in a treatise of so broad a scope as this. Its information in the main is likely to be appreciated for its fullness and its avoidance of theorizing where ways that have worked are so much more to the point.

Woodrow Wilson was greatly disturbed by the "sideshows" at Princeton, which rendered it difficult for students to pay attention to what was going on in the "main tent." The newer idea seems to be to accept the sideshows and turn them to the best educational account possible.

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Nation in Process

THE UNITED STATES IN THE MAKING. By Leon H. Canfield; Howard B. Wilder; Frederic L. Paxson; Ellis Merton Coulter; Nelson P. Mead. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

It is still "in the making," this United States of ours, and the caption "The United States in the Making," is in itself provocative of thinking and furnishes a proper send-off for a textbook that seeks to develop the student's understanding of his country and its progress toward far-off goals—as this text seeks to do.

History is here regarded as a continuous movement, with meaning at every point. A nation founded by men of exalted vision has been conditioned in its growth by the make-up of its population and by outward forces as well. A grand experiment is going on. Which way lies healthy progress? Which way the pitfall of ultra-radicalism or of unwise reaction?

A book that induces pupils to examine major issues in this light should help to prepare intelligent citizens, better fitted for their tasks as nation-makers.

This is an interesting, clearly written, attractively illustrated volume. Taking the Civil War as the dividing line between two fundamentally different epochs, the writers devote four of their eight units to the events and trends since the ending of that sad internal conflict.

Winshipisms

"Our school system is the main reliance of our government."

•

"Spirit, method, knowledge, training—these are the four cardinal virtues of a teacher. Put in their appropriate adjectives thus: Affectionate spirit, wise methods, abundant knowledge, careful training."

•

"The best superintendent is not he who shows his teachers just how to teach; but he who inspires them to think, how to apply educational principles to securing the best results."

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More About "Ah" and "And"

Dear Dr. Myers:

In regard to your article on the "Ah" and "And" Habits, appearing in the November *Journal of Education*.

If a pupil knows his subject thoroughly, has an average vocabulary and command of language, has no speech defect, has prepared an outline of his story or talk, and has thought through his piece before recitation, then the frequency of the "ahs," "ers," "ands," etc., will be close to zero.

Correction *can* come quickly if the pupil is given subjects familiar to him, and the time to think over, organize, and rehearse the material. I have also found that the "social courage and emotional security" idea becomes secondary when the pupil knows something, knows that he can speak about it, and realizes that he is going to share his thoughts with a sympathetic audience.

Two examples. At the beginning of the year (seventh), the class always laughed and giggled when Bernard arose to speak. Backward in the fundamental subjects, unable to make himself clear, he withdrew from the class work, even to the extent of refusing to recite or answer. A little investigation showed that Bernard was working on a fairly intricate system of wiring for his bicycle, a double headlight affair. He was convinced that the class would really be interested in his idea, he listed the steps in his work in the proper order, he thought through his outline, and the oral talk that followed was equal to any given.

Rose was a shy, quiet little girl, who did good silent work but who could not recite, much less stand in front of the class and give a smooth talk. With a little help, she prepared an outline on the baking of a cake, studied it, and gave a talk that was better than average for her group.

I attribute both of these good results to the fact that each child knew thoroughly the material to be presented, and was so intent on sharing with the other members of the class, that self was forgotten. No "ers" or "and" followed a topic or sentence, for the child had something definite to put in their stead.

Yours for better oral "comps,"

Leo Garrepy.

Dalton,
Massachusets

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Grins Between Grinds

Unspeakable

A jeweler received a collection letter from his wholesaler which made him hot under the collar. His reply read: "Sir—My stenographer, being a lady, cannot type what I think of you. I, being a gentleman, cannot think it, but you, being neither, will understand what I mean."

• •

Will Keep on Trying

Sixth graders at school were saying goodbye for the season and some of the little girls were weeping, to the complete mystification of the boys.

One lad shook his head and commented to the teacher, "You know, I'm twelve years old and I don't understand women *yet!*"

• •

Wishing

Before the fire on Christmas Eve two youngish maiden ladies were chatting.

"Mollie," said the prettier of the two, "would a stocking hold all you would like for Christmas?"

"No," said the other, "it wouldn't. But a pair of socks would."

• •

He Snooped

"Why don't you read this book of world history from 5,000 B. C. to 1937 A. D.?"

"Aw. I looked at it, and don't like the way it ends."

• •

Mixed Figure

At a council meeting there was a discussion regarding the amount of milk which should be provided for school children.

The chairman of the Health Committee made the following statement: "What this town needs is a supply of clean, fresh milk, and the council should take the bull by the horns and demand it."

• •

The Cheat

John—"What do you mean, dear, when you say I've been deceiving you for years?"

Ellen—"Well, for one thing, John, I've just found out that you get a $2500 allowance on your income tax return for being married, and you only give me a miserable $10 a week."

• •

Undaunted

Pat was looking for a job. The boss asked him what he could do:

Pat—"I can do almost anything."

Boss—"Can you wheel a barrel of smoke?"

Pat—"Yes, I'll wheel it if you'll fill it for me."

• •

The Danger of It

"Yes, my dear," said the gushing lady, "we are going to Paris again this year. It will be our fourth visit. I say to my husband, 'Darling,' I say, 'we are becoming positive Parisites'!"

• •

Mannerly

A small boy was asked to dine at the home of a distinguished professor, and his mother questioned him upon his return, asking him if he had been perfectly polite.

Small Boy—"Well, when I was trying to cut the meat it slipped off on the floor, but I made it all right."

Mother—"What did you do, dear?"

Small Boy—"Oh, I just said carelessly, 'That's always the way with tough meat.'"

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